

TABLE OF CONTENTS

Introduction	2
Section I – Student Achievement	
A. Benchmark Tables.....	4
B. Evaluation of Strategies	
Assessment of Student Performance.....	9
Technical Assistance and Support to Schools.....	26
Section II - Compliance	
Corrective Action Plans.....	81
Section III - Whole School Reform	
Progress Report.....	127
Accountability Plan.....	135
Section IV - School Level Benchmarks.....	143

INTRODUCTION

The beginning sections of the Annual Report contain the analysis of results for Language Arts Literacy, Mathematics, and Science on the ESPA and GEPA, and Reading, Writing, and Mathematics in HSPT. These are followed by the accountability rubrics for district and school achievement levels. Corrective Action Plans addressing the improvement of attendance, drop-out rates, Special Education, and the reorganization of school operations – Human Resource Services, Finance and Budget – follow. Finally, Community and Parent Involvement provide the conclusion of the report.

The 2000-2001 school year in the Newark Public Schools was one of continuous improvement and commitment to student achievement. The Education Plan was the blueprint for implementing strategies that produced growth and significant increases in achievement in writing at all grade levels. While the benchmarks were not met in all areas, the district can attest to the success of strategies in literacy that produced results that will need to be replicated across all schools.

The Education Plan section of the Annual Report is the substantive report on academic initiatives and progress in schools. It is organized into two categories: Assessment of Performance and Technical Assistance and Support to Schools. Within each section, specific strategies were implemented throughout district classrooms. Following each strategy is a detailed description of the results and an analysis of its significance. Under each strategy, we integrated the effects of whole school reform model on school achievement.

During the 2000-2001 school year, the district continued its focus on writing across the content areas. The increase in staff development time from three days to six days allowed more time to work with teachers collaboratively and purposefully to improve instruction in writing. Throughout the year, all staff – teachers and administrators – received extensive staff development in the concept of “cognitive apprenticeship”. Demonstration lessons and presentations for teachers and administrators of its application in the classroom revealed cognitive apprenticeship’s five elements: modeling, coaching, scaffolding, articulating, and reflecting. This powerful theoretical tool allowed us to examine the work of teachers and the work of students. Looking at student work with rubrics was the proof that we had apprenticed students well. Moreover, training and emphasis on the appropriate use of the NJ scoring rubrics, distribution of the rubrics to students for regular classroom use, and selective use of district expertise in literacy across all disciplines, gave every teacher in the district competence and models to improve writing.

The development of the Standards Performance Assessment (SPA) as the new district annual assessment is progressing well. We conducted field tests in grades 4,8,and 10 in the fall of 2000 and actual testing of grades 3,7,and 9 in the spring. Results from this assessment will be available in the fall of 2001. We expect these results to inform teachers about students’ mastery of content standards and what content standards need to be emphasized in the coming year. In the 2001-2002 school year, the remaining grade levels, 3,5,6,7, 9,10, will be field tested. The actual assessments will be given in spring of 2002.

The successes reported here stress the need to continue strategies that are working and producing results. Thus, we will continue the cognitive apprenticeship initiative in writing and expand our focus to reading comprehension across all grade levels. They also highlight areas where intervention is necessary. Mathematics instruction demands intervention, more structured staff development, and monitoring. The plans for 2001-2002 reflect that demand. We have instituted systems to improve mathematics in the upcoming year.

Finally, the 2000-2001 Annual Report embodies the efforts of all staff to work harder as we move forward in the ever improving Newark Public Schools.

SECTION I

STUDENT ACHIEVEMENT

A. BENCHMARK TABLES

ACHIEVEMENT OF PERFORMANCE OBJECTIVES

The District's progress in meeting the 2000-2001 performance objectives is presented in the following Tables. The Newark Public Schools are divided into five School Leadership Teams. School Leadership Teams I, III, IV, & V include all schools with fourth and eighth grade configurations. School Leadership Team II includes all secondary schools. The tables are presented by School Leadership Teams with results from the ESPA, GEPA, and HSPT. Benchmarks were set through the 2002-2003 school year. The Education Plan is the driving force of the district.

Although the Benchmarks were not met in ESPA, GEPA and HSPT 11, there were areas that showed significant growth from last year. The following discussion highlights such growth.

- **ESPA**

There is a dramatic shift in the passing rate of ESPA Language Arts with the establishment of new standards. While only 31% of students passed Language Arts section with the old standards, 52% students are in the proficient or Advanced Proficient category with the new standards. However, there was a small drop in the percentage of students passing Math and Science.

PERCENTAGE OF STUDENTS PERFORMING AT THE STATE MANDATED LEVELS OF PROFICIENCY

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA)

	1998-99 Actual	1999-00 Actual	2000-01 Actual
LAL¹	--	31*	51.9
MATH	29.2	33.5	32.1
SCIENCE	53.8	56.7	55.1
ARTS			
SOCIAL STUDIES	--		
HEALTH/PE			
WORLD LANGUAGES	--		

¹ LAL = Language Arts & Literacy

- GEPA

Growth was evident in the area of Mathematics and Science. Although Language Arts shows a decline, this decline is insignificant.

GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)

	1998-99 Actual	1999-00 Actual	2000-01 Actual
LAL	52.6	47.5	46.3
MATH	24.1	21.7	26.5
SCIENCE		28.8	31.2
ARTS			
SOCIAL STUDIES	--		
HEALTH/PE			
WORLD LANGUAGES	--		

- HSPT 11

The biggest growth is witnessed in the area of Writing (almost 11%) followed by a small growth in Reading. However, in the area of Mathematics there was a moderate decline in the passing rate.

PERCENTAGE OF STUDENTS PERFORMING AT THE STATE MANDATED LEVELS OF PROFICIENCY

HIGH SCHOOL PROFICIENCY TEST II (HSPT II)

	1996-97 ACTUAL	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 ACTUAL	2000-01 ACTUAL
READING	60.5%	63.3%	53.5%	56.4%	56.9
MATH	62.1%	50.0%	57.0%	59.0%	55.7
WRITING	63.0%	61.1%	65.7%	59.7%	71.1

HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA)³

	2001-02	2002-03	2003-04	2004-05	2005-06
SCIENCE		Baseline			
MATH	Baseline				
LAL	Baseline				
WP 1-5 ⁴	Baseline				
ARTS			Baseline		
SOCIAL STUDIES	--	Baseline			
HEALTH/PE				Baseline	
WORLD LANGUAGES	--				Baseline

³As of spring 1999, the state Department of Education has not established proficiency levels.

⁴WP 1-5 = Workplace Readiness. Areas include: (1) Career Planning/Workplace Readiness, (2) Technology Information, (3) Critical Thinking. Decision Making and Problem Solving, (4) Self-Management , and (5) Safety Principles.

B. EVALUATION OF STRATEGIES

SECTION 1

ASSESSMENT OF STUDENT PERFORMANCE

The state's proficiency assessments, administered at fourth, eighth, and eleventh grades, measure student progress in mastering the Core Curriculum Content Standards in Literacy, Mathematics, and Science (given at grades 4 and 8 only). The data from these assessments reveal strengths and needs in our curricula and teaching strategies that must be addressed in every classroom. Strengths must be maintained and used as springboards for new learning. Needs are opportunities to teach and build new connections to experience and previous learning. Section 1 of the Annual Report provides analysis of the strategy to improve student achievement on the ESPA, GEPA, and HSPT for the 2000-2001 school year. In addition, this section provides discussion on the impact of actions taken to improve student achievement and its implications for the 2001-2002 school year.

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.1 Analyze the district's Language Arts Literacy ESPA results from spring 2000 in order to discern patterns of relative strength and needs.	Spring 2001 ESPA results in Language Arts Literacy	11	X	
1.2 Provide all grades 3 & 4 classroom teachers with a series of ESPA literacy institutes during the school year.		11	X	
1.3 Develop and distribute to SLTs, English chairpersons, and the schools ESPA, GEPA, and HSPT literacy guidebooks.	Spring 2001 ESPA GEPA results in Language Arts Literacy, and reading and writing HSPT	11	X	
1.7 Provide NJDOE-developed Language Arts Literacy ESPA and GEPA pre-tests for students in grades 4 and 8 to be administered, scored, and analyzed by October 2000		12	X	
1.8 Provide staff development committees, and teachers (grade 3 & 4 and grades 7 & 8 Language Arts Literacy teachers) in how to analyze ESPA and GEPA language Arts Literacy results	Student results for ESPA GEPA, and HSPT - spring	13	X	
1.9 Periodically collect and analyze student assessment data so as to adjust and improve instruction		13	X	

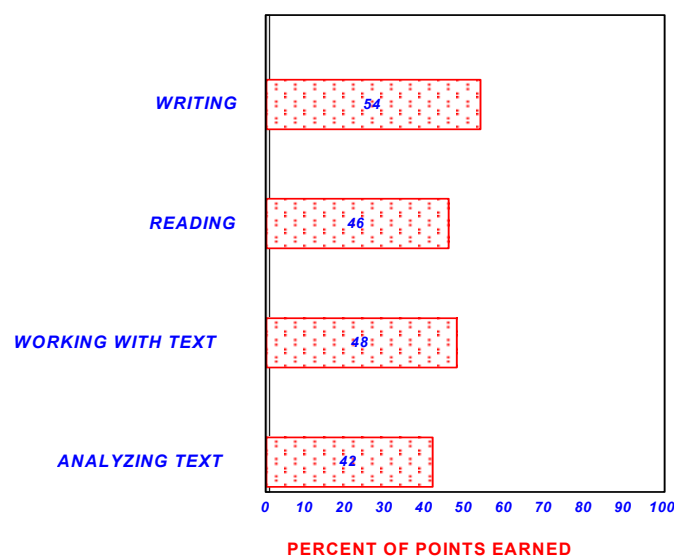
LANGUAGE ARTS LITERACY ESPA ANALYSES AND IMPACT

The results from the spring 2001 ESPA in Language Arts Literacy reveal a dramatic increase in the passing rate of students reflecting the change in scoring. Fifty-two (52%) percent of student scored in the proficient and advanced proficient band. The significance of the growth of students is evident when one examines the just proficient means for the cluster areas in comparison with the 2000 ESPA Literacy scores. In 2000 results, the difference between the state just proficient mean and the district just proficient mean was as wide as 4.9 points in the category of reading with the smallest difference occurring in the area of writing with a difference of 1.3 between the state and the district. In the 2001 results, the range between state just proficient means and the district's just proficient means is 1.2 in the cluster area working with text, and in writing, the district's just proficient means exceeds the state score by .3 points. This represents a remarkable change for Newark Public Schools. It is evidence of how well strategies for improving literacy are making a difference at the classroom level. Further examination of the clusters reveals that students scored strongest in writing (10 out of 20 items correct), followed by working with text(5.6 out of 12 items), reading (10.1 out of 23 items) and analyzing text (4.5 out of 11 items) which were the weakest areas of performance.

We attribute the growth in achievement to a strong literacy plan for elementary grades with emphasis on best practices in staff development and coaching for teachers. The techniques most successful included interactive writing, reciprocal teaching, reading comprehension strategies, and daily read-aloud at all levels. Great emphasis was put on trade books and good literature in the classroom. We also re-organized the Office of Language Arts Literacy staff into expertise grade level bands, K-2, 3-5, 6-8, 9-12. This allowed us to use the strengths of staff to work with teachers. At each grade level, we identified specific best literacy practices and brought in consultant support or used district expertise to teach the skill. For example, we worked with Children's Literacy Initiative to provide phonologic, phonics, and trade book strategies for grades K and 1. We plan to continue these strategies for the upcoming school year with continued refinement.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT

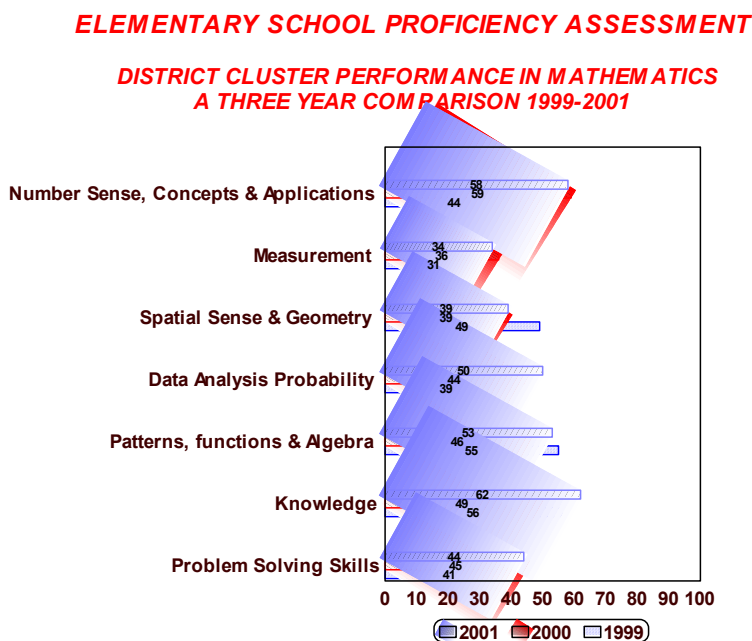
DISTRICT CLUSTER PERFORMANCE IN LANGUAGE ARTS -



Prepared by the Office of Planning, Evaluation & Testing

ESPA MATHEMATICS

The results of the Mathematics ESPA parallel the predictions made in the Interim Report. We predicted that this content would have the largest benchmark gap (11.3). The results reflect a decline of 1.4% (32.1%) which is a 14% difference from the district benchmark of 49%. An analysis of the cluster information shows that there are strengths in number sense, operations and properties (58%), mathematical knowledge (62%), and, patterns and algebra (53%). Overall, weaknesses in measurement (34%), spatial sense and geometry (30%), and problem solving skills (44%), however, pulled the effect of these gains down. The chart below provides details of this trend over the past three years.



Prepared by the Office of Planning, Evaluation & Testing

Our response to these concerns is to develop a more focused Mathematics Plan for 2001-2002. The Plan gives priority to Mathematics for staff development days. It also addresses curriculum implementation, homework, assessments, resources and specific content changes. The content changes include mathematics notebooks in which students will record process skills, rubric and work samples. The Office of Mathematics will provide problem-solving tasks with sample answers keyed to rubrics. The model of supervisory support from the Office of Mathematics will reflect a restructuring of that office into K-2, 3-5, 6-8, 9-12 grade level teams. These teams will support school efforts to improve standards-based instruction. Projects will occur in the next school year: Math Wings will be implemented in 9 Success For All schools, and the Everyday Mathematics program will be piloted in school grades.

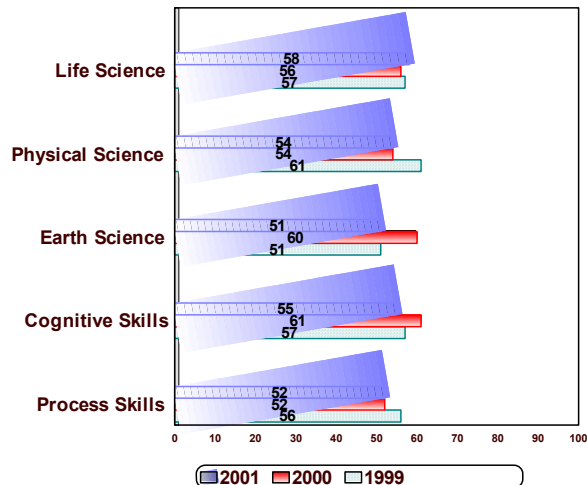
ESPA SCIENCE

The results on the Science ESPA showed a slight decline from the 1999-2000 to 2000-2001 school year. While the number of students who were advanced proficient increased by 2.3%, the number who were proficient decreased by 3.8%. We attribute this small decline to data we received regarding use of the modules at selected schools. In schools where the use is high, ESPA results show increases. In schools where use is sporadic and uneven, the results show a decline in scores. An analysis of the cluster scores shows that there are strengths in

Life Science (56%), Physical Science (54%), and Cognitive Skills (56%). The data also reflect weaknesses in teaching content which is a serious concern. The need for content specialists in science is one of the reasons that use of modules is sporadic and uneven. Many teachers at the elementary level are generalists who do not have the knowledge and background for teaching the science content required in the core curriculum content standards.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT

DISTRICT CLUSTER PERFORMANCE IN SCIENCE A THREE YEAR COMPARISON 1999-2001



Prepared by the Office of Planning, Evaluation & Testing

The district has instituted a school-based position of Lead Science Teacher to address the issue of lack of content knowledge for generalist elementary certified teachers. The school-based support of the Lead Science Teacher will provide much needed support for teachers who need to learn the content. For the 2001-2002 school year, the Learning Through the Lens of Science program will expand to grades 7 and 8.

WHOLE SCHOOL REFORM

A second look at results from the lens of Whole School Reform reveals a picture of achievement at all schools according to the model. We report on achievement for schools that have participated for two years in a cohort. In LAL, 13 of the 16 Accelerated Schools showed improvement ranging from increases of 2% to an increase of 60% (South Street). Only half of the Communities for Learning schools showed an increase and the increase range was 24 to 26 %. All three of the Comer schools showed growth with a range of 13 - 30% increase. Twelve of thirteen Success For All schools showed increases ranging from 2 -31%.

Many of these models do not address mathematics and science specifically. The teacher is to apply good practices and process skills in math and science. However, the research tells us that process skills will not compensate for lack of content knowledge, which is the primary reason for low achievement in these critical content areas. For most schools, mathematics achievement dropped. This necessitates the development of a district strategy for mathematics to address this issue. Significant changes in mathematics will occur in the upcoming school year to reflect this need. In science, results reflect the school's degree of use of the science curriculum. In schools where module use is documented, results reflect increases. In schools where module use is marginal, results reflect this. This issue will be addressed in the 2001-2002 school year by increasing the accountability of schools and classrooms. End of module assessments will be added to the list of assessments that the district offices will monitor. In addition, the position of lead science teacher is included in school-based budgets. The purpose of this position is to strengthen content knowledge of teachers, model teaching units, and organize the materials (See WSR Chart – Two Year Trend in ESPA by Whole School Reform Model on next page).

TWO YEAR TREND IN ESPA BY WHOLE SCHOOL REFORM MODELS

SCHOOL NAME	SLT	MODEL	COHORT	LANG 2000	SCORE 2001	MATH 2000	SCORE 2001	SCIENCE 2000	SCORE 2001
HAWKINS	1	Accelerated	3	X	38.1	23.7	19.3	54.6	42.0
LAFAYETTE	1	Accelerated	2	X	80.8	65.2	71.3	75.0	86.3
OLIVER	1	Accelerated	2A	X	79.3	74.1	84.9	96.3	80.7
WILSON AVE	1	Accelerated	2	X	64.6	60.8	55.1	80.8	71.3
BRAGAW	3	Accelerated	3	X	36.2	9.3	8.7	43.5	27.7
BRANCH BROOK	4	Accelerated	2A	X	94.4	100.0	66.7	93.8	77.8
BROADWAY	4	Accelerated	3	X	44.4	19.5	30.6	50.0	36.1
FIRST AVE	4	Accelerated	2A	X	77.6	60.3	83.8	71.2	67.6
FRANKLIN	4	Accelerated	2A	X	45.7	26.0	13.2	46.4	35.9
HORTON	4	Accelerated	2A	X	58.7	27.1	23.0	52.7	54.7
McKINLEY	4	Accelerated	2A	X	51.0	35.7	26.5	66.7	63.3
RIDGE ST	4	Accelerated	2A	X	78.4	47.9	48.7	72.8	75.7
ROSEVILLE AVE	4	Accelerated	2A	X	48.1	6.3	33.3	33.3	51.8
ALEXANDER	5	Accelerated	3	X	39.0	15.3	32.0	39.1	54.0
MT VERNON	5	Accelerated	2A	X	81.2	46.1	49.5	71.3	80.2
SO. 17 TH ST	5	Accelerated	2A	X	85.7	30.6	41.8	59.3	75.0
BURNET ST	1	America's Choice	3	X	33.3	26.7	16.7	36.7	40.0
RAFAEL HERN.	4	America's Choice	3	X	48.9	12.2	28.9	32.5	48.9
MARTIN L KING	1	CFL	2	X	26.3	25.9	6.8	63.8	28.8
CAMDEN ST	5	CFL	2A	X	57.9	53.2	37.9	64.6	70.2
FIFTEENTH AVE	5	CFL	2	X	11.8	8.3	5.9	39.1	32.4
FOURTEENTH AV	5	CFL	2A	X	56.0	73.1	56.0	73.1	80.0
ABINGTON	4	Coalition	3	X	100.0	100.0	100.0	100.0	100.0
E ALMA FLAGG	4	Coalition	3	X	54.7	22.5	39.6	37.5	51.8
ANN ST	1	Comer	3	X	84.4	77.1	68.1	94.5	92.8
QUITMAN	1	Comer	2A	X	54.2	12.9	20.5	37.1	42.9
SOUTH STREET	1	Comer	2A	X	85.4	39.3	24.4	78.6	80.5
CHANCELLOR	3	Comer	3	X	41.9	19.2	22.2	50.0	43.8
HAR. TUBMAN	5	Comer	3	X	66.0	65.9	41.2	90.9	76.5
LINCOLN	5	Comer	2	X	42.2	26.0	32.6	54.6	53.0
13 TH AVE	5	Comer	3	X	31.9	18.4	13.5	42.3	25.7
CLEVELAND	1	SFA	2A	X	23.8	25.0	2.5	42.2	50.0
18 TH AVE	1	SFA	2A	X	27.3	55.0	18.2	71.8	52.9
NEWTON ST	1	SFA	3	X	50.7	12.3	29.4	42.2	61.4
WARREN ST	1	SFA	2	X	33.3	8.1	5.1	47.4	28.2
AVON AVE	3	SFA	2	X	18.2	8.8	8.3	28.0	18.1
BELMONT-RUNY	3	SFA	2	X	22.5	20.2	17.6	39.1	36.2
DAYTON ST	3	SFA	2	X	34.9	23.7	13.6	50.0	47.7
G W CARVER	3	SFA	3	X	45.5	12.1	15.2	34.7	46.7
HAWTHORNE	3	SFA	3	X	30.6	11.8	3.2	29.5	31.2
L A SPENCER	3	SFA	2	X	41.6	32.2	23.3	44.2	38.4
MADISON AVE	3	SFA	2	X	59.5	53.5	52.0	85.2	71.6
MAPLE AVE	3	SFA	3	X	51.5	21.7	13.4	52.9	55.9
MILLER ST	3	SFA	2	X	22.4	14.9	12.0	35.4	41.2
PESHINE	3	SFA	2	X	44.3	22.1	24.7	49.4	51.3
ELLIOTT ST	4	SFA	2	X	49.2	30.2	24.4	72.7	50.0
ROBERTO CLEM	4	SFA	2A	X	76.2	38.9	52.4	60.0	73.8
SUSSEX AVE	4	SFA	3	X	26.7	9.1	13.3	28.3	37.5
SPEEDWAY	5	SFA	2	X	47.4	17.6	21.1	45.6	43.9

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SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.3 Develop and distribute to SLTs, English chairpersons, and the schools ESPA, GEPA, and HSPT literacy guidebooks.	Spring 2001 ESPA, GEPA results in Language Arts Literacy, and reading and writing HSPT	11	X	
1.4 Analyzes district's language arts literacy GEPA results from spring 2000 in order to discern patterns of relative strength and needs.	Spring 2001 GEPA results in language arts literacy	11	X	
1.5 Provide all language arts teachers for grades 7 and 8 with a series of GEPA Literacy Institutes during the school year.		12	X	
1.7 Provide NJDOE-developed Language Arts Literacy ESPA and GEPA pre-tests for students in grades 4 and 8 to administered, scored, and analyzed by October 2000	Spring 2001 ESPA and GEPA results in Language Arts Literacy	12	X	
1.8 Provide staff development to principals, SLT curriculum committees and teachers (grades 3 & 4 and grade 7 & 8 language arts literacy teachers) in how to analyze ESPA and GEPA language arts literacy results		13	X	

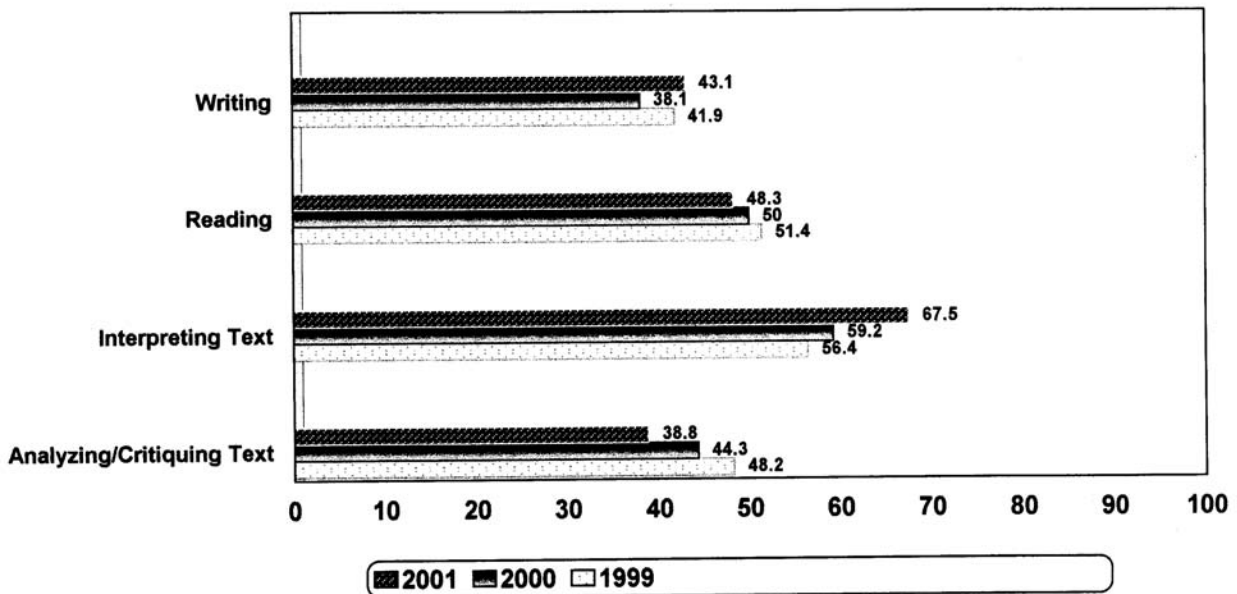
ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.9 Periodically collect, and analyze student assessment data so as to adjust and improve instruction	Student results for ESPA GEPA, and HSPAT - spring 2001	13	X	
1.10 Analyze district's language Arts literacy GEPA results for spring 2000 in order to discern patterns of relative strength and needs.	Students results for Language Arts Literacy GEPA in spring 2001	13	X	
1.12 Analyze district's language arts literacy results from spring 2000 order to discern patterns of relative strength and needs	Student results for Language Arts Literacy GEPA in spring 2001	13	X	

GEPA - Language Arts Literacy Analysis and Impact

The results from the spring 2001 GEPA in Language Arts Literacy reveal an overall score of 46.3% which is 1.2% lower than the 1999-2000 scores. When these scores are disaggregated to show the cluster performance in Language Arts Literacy, patterns of strength and need are revealed. The writing cluster shows a three percent increase from 2000 to 2001. The reading cluster shows a 3.4 percent decline. The reading cluster consists of four elements: Writing, Reading, Interpreting Text, and Analyzing/Critiquing Text. Interpreting text shows an increase of 6.6 percent; analyzing/ critiquing text shows a decline of 7.3 percent. When we examine the trends over the past three years, we can readily see where district initiatives have impacted on student achievement and where we must sustain the efforts that are producing results. For example, the past two years the district has emphasized writing across the curriculum with very specific writing strategies and classroom supports. We have launched this major thrust by introducing the principles of cognitive apprenticeship, a theoretical approach, modeling work that meets the standard and scaffolding students who need extra supports. We attribute the strong pattern of achievement in interpreting text to work we are doing with novel reading at the middle grades. The growth from 56.4 % in 1999 to 67.5% in 2001 shows how well students are engaged with the text and understand what they have read. These results are displayed in the Chart on the next page.

GRADE EIGHT PROFICIENCY ASSESSMENT
DISTRICT CLUSTER PERFORMANCE IN LANGUAGE ARTS LITERACY
PERCENT OF POINTS EARNED
A THREE YEAR COMPARISON 1999-2001



Prepared by the Office of Planning, Evaluation & Testing

It is important to note that reading and analyzing/critiquing text are the areas where we experienced declines. While the declines are not significant, they are trends which give us reason to pause for a closer look. The reading and analyzing/critiquing clusters require students to read longer text with deep abstract meaning. We began a program this year addressing this need at selected schools. Our middle level pilot novels program in selected schools this year gave us encouraging results. Of the twenty-one schools involved in the pilot, eighteen of them showed achievement growth ranging from 2% to 20% in the first year of the pilot.

We also examined the results in reference to the Whole School Reform (WSR) initiatives implemented over the past two years. Chart 2 shows a comparison of achievement in Language Arts Literacy for each of the models. Data are discussed for schools that have completed the second year of model implementation.

Chart 2- A TWO YEAR TREND IN GEPA BY WHOLE SCHOOL
REFORM MODELS

SCHOOL	MODEL	LAL SCORE – 2000	LAL SCORE - 2001
LAFAYETTE	ACCELERATED	86.1	82.2
OLIVER	ACCELERATED	81.3	74.8
WILSON	ACCELERATED	74.7	68.8
HAWKINS	ACCELERATED	50	<u>60.4</u>
RIDGE	ACCELERATED	45.8	<u>59.5</u>
BRAGAW	ACCELERATED	35.5	<u>51.3</u>
FIRST AVE	ACCELERATED	67.9	50
HORTON	ACCELERATED	44	<u>45.5</u>
S. 17TH	ACCELERATED	16.3	<u>32.4</u>
BURNET	AMERICA’S CHOICE	43.5	<u>44.2</u>
HERNANDEZ	AMERICA’S CHOICE	25.7	23.8
MARIN	CFL	40.4	<u>56.7</u>
KING	CFL	34.1	<u>47.5</u>
ABINGTON	CES	74	<u>95.5</u>
E.A. FLAGG	CES	30.4	<u>30.8</u>
ANN ST	COMER	94.2	88.9
THIRTEENTH	COMER	40.9	<u>45.9</u>
CHANCELLOR	COMER	42	42
CAMDEN	CO’NECT	43.6	41.4
MAPLE AVE	SFA	54	50
DAYTON ST	SFA	55.6	47.4
PESHINE	SFA	46.9	<u>47.1</u>
WARREN ST	SFA	43.5	42.9
HAWTHORNE	SFA	44.2	41.9
SUSSEX AVE	SFA	48.7	33.3
MILLER ST	SFA	32.4	30.3
L.A. SPENCER	SFA	25.3	<u>28.9</u>
NEWTON ST	SFA	48.5	27.7
CARVER	SFA	30.6	20.5
AVON AVE	SFA	12.3	<u>20.3</u>
BROWN ACADEMY	SFA	27.9	12.5

For many of our schools, this is the third year of implementation and patterns of increased achievement are revealed for study. Five of the nine Accelerated Schools model showed significant growth in achievement ranging from 10% to 16% growth in Language Arts Literacy. The same pattern of increased growth is noted for CFL, and Coalition of Essential Schools. The results from Success For All Schools are not encouraging. This model has been operating in our schools for two years. Only three schools GEPA results showed increases and of those three one was a school (Avon Avenue) where we piloted the Language Arts Literacy novels demonstration project. We hasten to add that some of the SFA concerns are being addressed with focused meetings with SFA officials. We believe the problem is occurring because of initial placement issues. For the upcoming year, we will use the DRA results to assign students to their instructional groupings. We note that William Brown Academy piloted the Success For All (SFA) middle school program this year. We note a significant drop (15%) in Language Arts Literacy this first year.

RECOMMENDATIONS/MODIFICATIONS

It is recommended that we continue the Language Arts Literacy plan begun this school year. The work in the demonstration model sites has produced growth and increased achievement for students in the areas of reading and writing. The pilot will now need to move into more schools with more follow-up coaching in classrooms. We want to build on the strengths in literal and inferential comprehension and extend these to analyzing and critiquing text. Teaching our students to look deeper into textual meaning at the lower grades will provide a base for higher level thinking and analysis of text at the secondary level. The work that has been done with cognitive apprenticeship in modeling, coaching and scaffolding students in writing will produce more organized, substantive writing. It is important to note however, that we must challenge our students to read more and longer. Sustained reading in content areas at the middle grade level will help with this goal. We also recommend that we continue to work closely with SFA representatives to closely monitor placement and progress of students. We believe the issue of proper program placement for students should address the low achievement results. When students are placed properly, they receive instruction on the appropriate level.

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.13 Analyze district's mathematics ESPA results from spring 2000 in order to discern patterns of relative strength and needs	Spring 2001 ESPA results in mathematics	13	X	
1.14 Provide all grade 3 & 4 classroom teachers with a series of ESPA Mathematics Institutes during the school year		11	X	
1.15 Develop and distribute to SLTs, mathematics chairpersons and the schools, ESPA, GEPA, and HSPT Mathematics guidebooks	Spring 20001 ESPA, GEPA and HSPT results in mathematics	13	X	
1.24 Analyze the district's mathematics ESPA results from spring 2001 in order to discern patterns of relative strength and needs		16	X	

Mathematics ESPA Analysis and Impact

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.16 Analyze district's mathematics GEPA results from spring 2000 in order to discern patterns of relative strength and needs	Spring 2001 GEPA results in Mathematics	15	X	
1.17 Provide all mathematics teachers for grades 7 and 8 with a series of GEPA Mathematics Institutes during the school year		15	X	
1.19 Provide NJDOE-developed mathematics ESPA and GEPA pre-tests for students in grades 4 and 8 to be administered, scored, and analyzed by November 2000	Spring 2001 ESPA and GEPA results in mathematics	15	X	
1.20 Provide staff development to principals, SLT curriculum committees, and classroom teachers (grades 3 & 4 and 7 & 8 mathematics teachers) in how to analyze ESPA and GEPA mathematics results	Spring 2001 ESPA and GEPA results in mathematics	16	X	
1.21 Develop and implement a method for instructional personnel (principals and teachers) to regularly collect and analyze student assessment data to adjust and improve instruction	Spring 2001 ESPA, GEPA and HSPT results in mathematics	16	X	
1.22 Analyze district mathematics GEPA results from spring 2000 in order to discern patterns of relative strength and needs		16	X	

Mathematics GEPA Analysis and Impact

The spring results in Mathematics show a gain of 4.8% from the 2000 (21.7) to 2001 (26.5) school year. While this reflects an increase, it is well below the benchmarks for mathematics. These results present a special challenge for us because 9 out of 37 schools showed single digit results which for many was a drop in achievement levels of previous years. Twenty-three of the schools showed marked increases ranging from 2% to 25%. We attribute the increase to the work in mathematics to disseminate standards-based strategies in classrooms such as diagnostic assessments, criterion referenced tests that measure problem-solving skills and in-class support and modeling. When we examine the results by WSR model, eight out of nine Accelerated Schools increased, 2 out of 2 Coalition Schools increased, two out of three Comer schools increased, and eight out of twelve of SFA schools showed an increase. We hasten to note that SFA is not implemented in the middle grades except Brown Academy. We also note we will implement the SFA Math Wings program in the 2001-2002 school year.

The patterns of weakness and need in mathematics include number sense, concepts, basic algorithms, probability and statistics, geometry and measurement, and problem solving skills. While we are making inroads into the problem this presents, we have more work to do to reach our benchmarks.

RECOMMENDATIONS AND MODIFICATIONS

To reach our goal of outstanding instruction and achievement in Mathematics will require a consistent and focused emphasis on mathematics as a process and content area. While we have received a planning grant from NSF to identify the best staff development model for our district, our needs are immediate and great. They range from lack of teacher knowledge of content to a shortage of mathematics teachers. We have standards-based materials available to teachers and our resource teacher coordinators are in schools daily modeling effective strategies. However, teachers resort to teaching math the way they were taught, rote memorization, and repetition of content. Our district models must also be more user-friendly, instructive, and focused. We have identified the need to teach our faculty the mathematics content and raise their level of understanding of mathematical concepts. It is imperative that all classrooms use student-centered problem solving techniques along with measurement and geometry starting at kindergarten. The mathematics and science instruction must overlap and reinforce abstract concepts and applications.

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
Implement science Initiative in grades K – 6	Spring ESPA and GEPA scores in science	16	X	

Science ESPA data not available at this time.

Science GEPA Analysis and Impact

The spring results in Science show 22 out of 37 schools increased achievement in Science ranging from 1.3% to 28%. Overall proficiency is 31.2% for 2000-2001 an increase of 2.4% over the 1999-2000 school year. These results bring us within 1% of our benchmark in Science. We attribute this growth to the planning and implementation of our hands-on science program at the elementary level. We believe this kind of growth will be more evident across time as we implement our new Fuel Options Science Systems curriculum for middle grades in the fall of 2001. We are making significant inroads into the practice of science in the lower elementary grades and this too will have an impact on the science program.

RECOMMENDATIONS AND MODIFICATIONS

Three years ago, the district implemented a standards-based science program beginning with grades K – 5. We are now seeing the results of that program as these students move through the grade levels. It is recommended that we develop action steps to raise Science performance consistent with our district's strategic plan for Science and Mathematics and Related Technology. The lower grade levels are now receiving tier three training while we phase in tier one training at the middle grades. The program's hands-on materials will be housed within each school for grades 6, 7, and 8. In addition, each school will have a lead science teacher whose role includes teaching middle grade science and being an on-site resource teacher for the primary and intermediate grade levels. It is recommended that we continue to use the Force Options Science Systems and Science and Technology for Children programs. In the future, a plan should be developed to purchase the kits for each elementary school so they can be housed and maintained in the school.

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.3 Develop and distribute to SLTs, english chairpersons, and the schools ESPA, GEPA, and HSPT Literacy guidebooks	Spring ESPA, GEPA results in language arts literacy, and reading and writing HSPT	11	X	
1.6 Provide English department chairpersons and selected English teachers with a series of HSPT literacy Institutes	Spring 2001 reading and writing HSPT	12	X	
1.9 Periodically collect and analyze student HSPT Language Arts Literacy – Reading and Writing Instruction	Student results for ESPA, GEPA, and HSPT –spring 2001	13	X	
1.11 Analyze district's reading and writing HSPT results from spring and fall 2000 in order to discern patterns of relative strength and needs	Student results for reading and writing HSPT in spring 2001	13	X	

HSPT Language Arts Literacy Analysis and Impact**Reading**

The results from the spring 2001 HSPT in Language Arts Literacy Reading reveal a cumulative passing percentage of 56.9% which represents an increase of .5% from the 1999-2000 results (using the Contini method). When one examines these data by looking at the cluster scores for spring 2000 to fall 2000 and spring 2001, discernable patterns of strength and needs emerge. Cluster areas of strength include specific text types. For both fall and spring administrations, the highest mean scores were attained in the persuasive section on both the multiple choice and open-ended items. The lowest scores were attained in the inferential comprehension beyond the lines multiple choice and open-ended sections. It appears that our students can read the lines and read between the lines. However, reading beyond the lines is the lowest skill area. Please refer to Chart 3 for details on the next page.

Chart 3 District Student Summary of Cluster Total Scores

Text Type	Spring 2000 Possible Score	Spring 2000 Mean	Fall 2000- Possible Score	Fall 2000 Mean	Spring 2001 Possible Score	Spring 2001 Mean
Narrative text	13	7.0	12	7.1	13	7.1
Informational text	11	6.0	11	7.1	11	6.1
Persuasive text	14	6.6	14	8.3	14	7.2
Workplace text	11	5.9	11	6.4	11	5.9
Comprehension						
Literal	2	1.3	8	6.0	4	2.5
Inferential (between the lines)	24	13.3	21	13.6	23	13.2
Inferential (beyond the lines)	23	11.0	19	9.3	22	10.5

We compared these 2000-2001 mean scores with the mean scores for 1999-2000 school year and note significant growth in these subsections for the 2000-2001 school year. Furthermore, the cluster area with the highest sub-score was inferential comprehension for both the 1999-2000 and 2000-2001 school years.

Writing

The HSPT Writing results show an increase of 11.4% from 1999-2000 (59.7%) to 2000-2001 (71.1%). We see growth in Writing scores reflecting the number of first time regular students (14 out of 39 in the Spring of 2001) passing the exam this year than last year (3 out of 55 in Spring of 2000). Also, the Writing Task Distribution shows fewer students with a rating of three or lower, although the distribution still clusters around the mid point of 7. When combining the Fall 2000 scores with those of Spring 2001, it is evident that more students (1250) are scoring in the higher ranking scores of 7 and above. Our work to improve this skill revolved around strengths we noted for our students in conventions of print and sentence construction. Sentence construction continues to be our highest sub-score (Spring 2000 – mean of 6.1; Fall 2000 –mean score of 5.1 and Spring 2001 – mean score of 5.0). Organization and sentence combination continue to challenge our students as these subsections represent our lowest skill areas. Finally, we had two students earn a score of 12, the top score, in writing during the fall administration. They represent the first time two students from Newark have attained the highest possible writing score.

Whole School Reform Impact

Three of our high schools (East Side, Central, and Shabazz) have implemented whole school reform models for at least two years. East Side High School is implementing Coalition of Essential Schools. Central and Shabazz are implementing Talent Development High School. Chart 4 below shows the details for these three schools. We note the number of areas of significant growth at East Side including reading, mathematics, and writing.

A TWO YEAR TREND IN HSPT BY WHOLE SCHOOL REFORM MODELS

SCHOOLS	MODEL	1999-2000			2000-2001		
		READING	MATH	WRITING	READING	MATH	WRITING
EAST SIDE	CES *	60.4 %	65.8 %	68.7 %	65.4 %	67 %	77.3 %
CENTRAL	TDHS **	34.7 %	39.8 %	35.4 %	50.0 %	35.7 %	33.3 %
SHABAZZ	TDHS **	43.8 %	39.7	47.4 %	34.8 %	29.2 %	67.8 %

* COALITION OF ESSENTIAL SCHOOLS

** TALENT DEVELOPMENT HIGH SCHOOL

At Shabazz, the only area with an increase is Writing which reflects the district's focus and resources to improve student achievement. At Central High School, the only area reporting growth is reading (34.7% to 50%) with a slight declines less than 3% in Mathematics and writing. We note that the district conducted its novel reading model demonstration site at this school. Our assessment of the Talent Development High School model reveals its curriculum weaknesses in reading and mathematics, which are impacting negatively on achievement. Again, the major problem is the use of placement tests, which are assigning our students to materials that are four to six years below grade level. While this may produce significant results for the TDHS organization, it will not help us move our students to the levels of achievement expected in the state of New Jersey. A plan to address this problem is being proposed to TDHS and it is expected that the curriculum will be modified to reflect our concerns in the fall of 2001.

Recommendations and Modifications

The writing results indicate the need to continue to focus on writing across the content areas. Our success in this area has allowed us to achieve the benchmark for this content area. Considerable resources have been brought to bear on assisting all staff to implement this strategy. The consistent message to all staff is that writing must be infused into all content areas. In addition, we note the staff development efforts in this area have offered staff very specific strategies that all teachers use such as incorporating open-ended writing responses to all teacher-made exams and district developed exams for mid-term and finals. Our intense demonstration model sites at the secondary level allowed teachers to observe instruction, reflect on practice, and apply what they learned with systematic feedback and coaching. These opportunities for reflective practice have a direct impact on changing teaching patterns in the classroom. Teachers were more willing to try the strategies in a risk-free environment and determine that the strategies could work with "their students". It is our intent to continue these demonstration sites for the 2001-2002 school year.

SECTION 1 – ASSESSMENT OF STUDENT PERFORMANCE

Strategy # 1: Improve student achievement on the ESPA, GEPA, and HSPT.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.15 Develop and distribute to SLTs, mathematics chairpersons and the schools ESPA, GEPA, and HSPT Mathematics Guidebooks	Spring 2001 ESPA, GEPA, and HSPT results in mathematics	14	X	
1.18 Provide math department chairperson and 11 th Grade mathematics teachers with a series of HSPT Mathematics Institutes	Spring 2000/1 HSPT results in mathematics	15	X	
1.21 Develop a method implement for instructional personnel (principals and teachers) to regularly collect and analyze student assessment data to adjust and improve instruction	Spring 2001 ESPA, GEPA, and HSPT results in mathematics	15	X	
1.23 Analyze the district's mathematics HSPT results from fall 2000 and spring 2001 in order to discern patterns of relative strength and needs.		15	X	

HSPT Mathematics Analysis and Impact

The flat results in mathematics reflect three key challenges facing the district: the need for staff development for veteran staff who must transition to a problem-solving student centered model for teaching of mathematics; a critical district-wide shortage of mathematics teachers (vacancies in some schools exceeded 50% of the department staff); and, a preponderance of alternate route teachers who must learn mathematical pedagogy. The HSPT results show a drop in mathematics of 3.3% from 1999-2000 (59%) to 2000-2001 (55.7%). A study of the four year trend shows that each year our mathematics scores have declined. Our lowest mean scores are in the areas of patterns and functions, measurement and geometry, and fundamentals of algebra. In no sub-section do the scores reach a mean of 50% of the items answered correctly as noted on numerical operations. These sub-test mean scores are lower than the sub-section scores in 1999-2000.

Because the analysis of GEPA Mathematics results has revealed the need to address the secondary general mathematics course and our commitment to standards-based NTCM national standards, we developed and implemented two new mathematics courses for entering grade nine students and seniors. These two courses, Foundations Mathematics and Applications Mathematics, use standards-based objectives in problem – solving and inquiry to teach mathematics.

Two of our high schools showed increases from 99-00 to 00-01 (East Side 65.8% and West Side 42.7). Even our magnet schools which typically outperform our comprehensive high schools, showed declines Arts, 92.1% to 86%; University, 97.6% to 96.3%). Because we monitor achievement closely throughout the year, we identified the serious impact these challenges were presenting to quality instruction early in the year, we responded to these data by developing a mid-year intervention plan for all high schools. This plan included identifying students in need of intervention, offering after school tutorial programs, distributing the district handbook with HSPT review items. Staff development focused on standards-based problem-solving methods. The high school targeted intervention model was instituted for three high schools with resource teachers working directly with students modeling standards-based techniques for department chairs and faculty. All of these measures however, will not compensate for the mathematics teacher vacancies in our schools. The problem has reached crisis level.

Recommendations and Modifications

Part of the response to the challenges we are facing in mathematics requires that we have a focused and consistent plan for addressing this problem similar to the effort we have put forth in writing. The district is tackling the teacher shortage with an aggressive recruitment plan. The need for staff development for veteran staff must be just as imperative and aggressive. We intend to launch a demonstration model at each comprehensive high school for each of the basic math courses – Foundations, Algebra I and II, and Geometry for the 2001-2002 school year. Our mathematics office resources will be assigned to work intensively with these sites. Department chairpersons will be expected to follow up with coaching in classrooms to reinforce implementation of the standards-based student centered model. It will emphasize problem solving and conceptual application. We will work with new teachers – alternative route – on pedagogy as part of the mathematics institutes. The action steps developed for 2001-2002 will reflect this intensity and attention to this area.

Section 2

Technical Assistance and Support to Schools

The Education Plan section of the 2000-2001 Strategic Plan identified the state, district, and classroom assessment to be used to evaluate the successful implementation of each strategy. Except in a few areas, the assessments that measured student achievement were evaluative tools that were repeated throughout the document. When possible, in an effort to avoid repetition, Action steps that rely on the same or very similar methods of evaluation are grouped together. An analysis and a discussion of the impact of these steps follow the grouping of action steps. Recommendations and/or suggested modifications follow the analysis.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN				
<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.1 Develop and distribute to School Leaderships Teams (SLTs) and the Schools, K-2, 3-5, and 6-8 language arts literacy curriculum guides that incorporate standards, goals and objectives.	<u>Grade K-2 Students:</u> Yopp-Singer Phonemic Awareness test (for K), Letter ID, Hearing & Recording Sounds Assessment, Writing Vocabulary Spree,	19	X	
1.2 Develop and distribute to SLTs and schools K-8 grade cards that articulate the governing standards and objectives in language arts literacy.	Developmental Reading Assessment, Sight Word Test, and scored student writing. <u>Grade 3-5 Students:</u> Developmental Reading Assessment for grade 3,	19	X	
1.3 Correlate the Silver, Burdett and Ginn reading series and the McDougal Reading series with the 1-8 language arts literacy curriculum.	Sight Word Test, pre and post scored student writing, and Criterion Referenced Assessments.	19	X	
1.4 Select 270 classroom teachers to participate in K-2, 3-5 and 6-9 literacy initiatives in order to build demonstration sites of excellence	<u>Grade 6-8 Students:</u> Sight Word Tests, pre and scored student writing, mid-term examination in literacy and Criterion Referenced Assessment in grade 7.	19	X	
1.5 Link the 27 Literacy Resource Teacher/ Coordinators with the specific class-Rooms that will become demonstration Sites creating a ration of one staff Developer to every 15 classrooms.		20	X	
1.6 Organize the Literacy Resource Teacher/ Coordinators into grade specific teams (K-2, 3-5, 6-12) so that these educators can specialize in grade appropriate practices.		20	X	
1.7 Design and implement intensive professional development for the Literacy Resource Teacher/Coordinator emphasizing the prevention and intervention of literacy based difficulties across the K-12 spectrum; the relationship among assessment, curriculum and instruction; and the		20	X	

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.7 CONT.D:				
development of embedded staff development practices that occur in close proximity to students and their respective teacher.	See 1.1	20	X	

ANALYSIS AND IMPACT

District curriculum was delivered through a series of interactive strategies designed to engage the learner and encourage higher order thinking skills. The Cognitive Apprenticeship model was the focus of the K-12 literacy program and was infused across content areas. Cognitive Apprenticeship focuses on what student know and are able to do and emphasizes the role of the instructor in supporting students to develop control of their knowledge. Teachers provide instruction for the transfer of knowledge, skills, and strategies from novice to independent levels. Teachers were encouraged to use effective practices through the actual strategies that they were to use with students - modeling, coaching, scaffolding, articulation and reflection. In doing so, the cognitive tasks which were once beyond students' functional range become tasks that can be done independently by the student. 2000-01 is the benchmark year for using the Cognitive Apprenticeship model with teachers across the district. We anticipate that as we strengthen the delivery of instruction through effective strategies, as teachers become more proficient in utilizing these strategies and as students build strength in the use of essential literacy skills, student achievement will improve.

In Language Arts Literacy, teachers in model classrooms received two days of intensive staff development, followed by five days of demonstration lessons. Student achievement on the GEPA improved in five of the eight model literacy sites. The increases ranged from +0.7 at Burnet Street School to +16.1 at South Seventeenth Street School. It should be noted that in addition to a 10.4 gain in literacy, Hawkins Street School met its benchmark for Language Arts for the first time. Maple Avenue School and Camden Middle School declined -4.0 and 2.2, respectively. This was the first year that Gladys Hillman Jones Middle School tested grade 8 students. Therefore, their data will be used to establish a baseline for future comparison. Demonstration classroom teachers were supported by a team of Literacy Resource Teacher/Coordinators who interacted with teachers in daily debriefing sessions and five days of coaching on site. In addition, teachers in grades 4 and 8 received in-class support in the use of specific ESPA and GEPA reading and writing strategies. The data indicates that staff development, followed by intensive, literacy specific in-class support strengthens student learning.

In addition to state assessments, the success of Action Steps 1.1-1.7 was determine by a review of the district assessment data references above.

The K-2 Observation Survey results were used to assess each child’s competencies and confusions; strengths and weaknesses; processes and strategies used; and evidence of what the child already understands. These systematic observation measures are all standardized and are intended to aid teachers in observing each students’ literacy progress. Tables 1-7 show student achievement on the Observation Survey. While improvement is statistically significant across most of the tasks represented, more work is needed in each of these areas, as all of skills measured by these assessments represent the building blocks of literacy and are, therefore, essential for sustained student achievement.

Table 1 A Comparative View of Student Performance on the Letter Identification Task Using End-Of-The Year Benchmarks

Letter Identification Task	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	80%	25%	20%	75%	+55%
Grade 1	78%	34%	22%	66%	+44%
Grade 2	46%	21%	54%	79%	+25%

Increases in student performance with regard to the identification of letters, can be seen across all three grade spans. 75% of the kindergarten students at the end of the year were able to identify at least 48 out of the 54 letters. In comparison, only 25% of those children could identify at least 48 out of 54 letters in the Fall. At the first and second grade levels, it is reasonable to expect that all children exiting these grades can identify all of the letters. While progress was made at these grade levels, a significant percentage of students will enter second and third grade next fall who cannot identify all of there letters.

Table 2 A Comparative View of Student Performance on the Yopp-Singer Test of Phonemic Segmentation Using End-Of-The Year Benchmarks

Yopp-Singer Test of Phonemic Segmentation	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	88%	49%	12%	51%	+ 2%
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A

The Yopp-Singer serves as an excellent predictor of how well a child will read by grade 1. The benchmark for kindergarten is 6, which means that each child would be able to correctly segment 15 to 17 words our of the possible 22 words. Students scoring below the benchmark are considered to be at risk with regard to reading. Given that 49% of the kindergarten population performed below the benchmark immediate, intensive and sustained phonological awareness instruction is needed in grade one.

Table 3 *A Comparative View of Student Performance on the Hearing and Recording Sounds in Words Task Using End-Of-The Year Benchmarks*

Hearing and Recording Sounds in Words Task	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	N/A	48%	N/A	52%	Administered Spring Only
Grade 1	92%	63%	8%	37%	+29%
Grade 2	86%	78%	14%	22%	+22%

The single most reliable predictor of young students' later reading success is their ability to segment sounds in a sound stream (phonemic awareness). This task measures not only the students effectiveness with segmenting sounds, but also the student's ability to represent heard sounds with graphemes. This assessment was not administered in the kindergarten in the Fall. The end-of-the-year benchmark for kindergarten requires students to be able to hear 23 out of 37 phonemes. The end-of-the-year benchmark for grade 1 requires students to be able to hear and record 36 out of 37 phonemes. At the second grade, students need to be able to correctly record 49 out of 50 phonemes. Although progress was made in grades 1 and 2, the majority of students, especially those at the grade 2 are not showing progress.

Table 4 *A Comparative View of Student Performance on the Writing Vocabulary Spree Task Using End-Of-The Year Benchmarks*

Writing Vocabulary Spree	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	92%	49%	8%	51%	+43%
Grade 1	96%	60%	4%	40%	+36%
Grade 2	94%	75%	6%	25%	+19%

Table 4 suggests that students have a significant lack of control over their basic writing vocabulary and demonstrate difficulty when asked to write known words in a ten-minute time period. That only 25% of second grade youngsters can write 81% or more correctly spelled words in the given time allotment, suggests that a more comprehensive writing program is needed. In contrast, the Spring Writing results for grade 2, indicates that the majority of students are performing well, with 72% of the assessed second graders meeting the established writing benchmark. Students need intensive work with generating, drafting, elaborating, revising, editing and publishing written work.

Table 5 *A Comparative View of Student Performance on the High Frequency Word Task Using End-Of-The Year Benchmarks*

High Frequency Word Tasks	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	N/A	61%	N/A	39%	N/A
Grade 1 (Ohio Word Test)	87%	55%	13%	45%	+ 31%
Grade 2 (Slosson)	88%	65%	12%	35%	+23%

Both of the word tests administered in grades K, 1, and 2 help teachers gauge the level of automaticity, it is critical for readers to be able to immediately know high frequency words on demand. Kindergarten students were not administered the sight word list until Spring. The end-of-the-year benchmark for students in kindergarten is Level 8, which requires students to be able to read 10-12 words out of 20 high frequency words. In Spring, first grade students were administered word list C. The end-of-the-year benchmark for first grade students is Level 8, which requires students to be able to read 19 out of 20 high frequency words. At the second grade level, the Slosson Oral Reading Word Test is given in order to sample a child's reading vocabulary. This test contains 200 words organized into grade level lists. Like the word test in grade 1, the Slosson Oral Reading Word Test assesses students' on-demand knowledge of high frequency words. In order to meet the benchmark, students need to be able to identify 79-82 words. For student functioning below the benchmarks, intensive letter and word study, as well as familiar rereading and guided reading need to be a daily regime. Students need to systematically proceed from sound recognition to letter recognition and on through the stages of word study. The use of open and closed sounds, letter, and word sorts; harvesting of sight words, personal word study notebooks, work walls, and interactive writing represent the instruction that would benefit all primary students in general and the students who scored below the benchmark in particular.

Table 6 *A Comparative View of Student Performance on the Developmental Reading Assessment Using End-Of- The Year Benchmarks*

Developmental Reading Assessment (DRA)	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	N/A	74%	N/A	26%	N/A
Grade 1	96%	64%	4%	36%	+32%
Grade 2	73%	49%	27%	51%	+24%

Unlike the higher gains shown in the kindergarten data for other observational data, the DRA benchmark is considerably lower. This suggests that students know how to do certain literacy tasks, such as identify letters and represent sounds in words, but have difficulty using that knowledge to help them read. The gains made at first and second grade are not sufficient. That 64% of first graders and close to one half of those entering second grade will not be able to control grade level text suggests that a more stringent intervention process is needed when students enter the next grade.

Table 7 *A Comparative View of Student Performance on the Concepts About Print Task Using End-Of-The Year Benchmarks*

Letter Identification Task	% of Students Who Scored Below the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored Below the End-Of-The-Year Benchmark, Spring 2001	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Fall 2000	% of Students Who Scored At or Above the End-Of-The-Year Benchmark, Spring 2001	+/- Growth
Kindergarten	N/A	27%	N/A	73%	N/A

As can be seen in Table 7, the majority of the kindergarten students were successful at this task, with almost three-fourth of the students meeting or exceeding the benchmark. Students scoring below the benchmark need to have daily shared reading and interactive writing experiences where the teaching points focus on concepts about print.

The Developmental Reading Assessment and the Sight Word Test were replaced by the Standards Proficiency Assessment as the measure for grade 3-5. Data is not yet available about student achievement using this measure, however, it will be included during revisions. The pre and post scored student writing and the Criterion Referenced Assessments (CRA) provide information about student achievement at this level. Students were asked to respond to a picture-linked writing prompt. A comparison of the Fall 2000 and the Spring 2001 scored writing indicates a 22%, 20%, and 18% increase on the rates of passing for grades 3, 4, and 5 respectively. This data will be helpful for planning district staff development efforts and for assisting teachers in developing appropriate writing strategies for students.

The Sight Word Tests to be administered at grades 6-8, was replaced by the SPA for grade 7. This data will be included when it becomes available. A review of the Fall 2000 and Spring 2001 pre and post scored writing data indicate that the passing rates for students in grade 6-8 increased by 19.6%, 19% and 23%, respectively. However, student performance at the sixth and seventh grade levels closely or directly match the district LAL mean score on the ESPA. The flat performance at sixth and seventh grade suggests that the instruction in the preceding grades needs to be designed to build on students' compositional and reading strengths. Students in grade 6-8 were also administered a revising and editing task which was scored using the Revising and Editing Scoring Guide developed by the New Jersey Department of Education. The percentage of students who scored at or above the benchmark increased by 11% in grade 6, 9% in grade 7 and 7% in grade 8. 71 % of students in grade passed the revise/edit task, however, only 46.3% of the same group received a passing rate on the Language Arts Literacy section of the GEPA.

RECOMMENDATIONS/MODIFICATIONS

We consider this data to be baseline that will assist the district in establishing benchmarks for district assessment. The district will continue to implement this strategy as it represents what the research indicates are best practices for improving student achievement. Clearly, we have more work to do in order to ensure that every child succeeds at high levels. That involved using the Cognitive Apprenticeship model, and utilizing interactive writing and reciprocal teaching strategies in all content areas. By strengthening the alignment of curriculum and instruction by emphasizing student-centered learning and implementing the modifications indicated in the explanation of tables and charts, we expect to continue to see improvement in the student passing rate.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN</u>		<u>SUCCESSFUL</u>	
		<u>PLAN</u>		YES	NO
1.8 Design and implement key literacy practices and assessments in the K-2 demonstration site classrooms in order to insure that classroom teachers know how to prevent literacy-based difficulties from continuing and to best insure that primary grade children exit their respective grades at or above grade level.	<u>District Assessments</u> <u>Grades K-2 Students:</u> Yopp-Singer Phonemic Awareness test (for K) Letter ID, Hearing & Recording Sounds, Assessment, Writing Vocabulary Spree, DRA Sight Word Test and Scored Student Writing	21		X	
1.9 Design and implement key literacy practices and assessments in the 3-5 demonstration site classrooms in order to insure that classroom teachers know how to prevent literacy-based difficulties from continuing and to best insure that intermediate grade children exit their respective grades at or above grade level.	<u>District Assessments</u> <u>Grades 3-5 Students:</u> DRA, Sight Word Test, pre and post scored student writing, and Criterion Referenced Assessments	21		X	
1.10 Design and implement key literacy practices and assessments in the 6-9 demonstration site classrooms in order to insure that classroom teachers know how to prevent literacy-based difficulties from continuing and to best insure that middle grade students exit their respective grades at or above grade level.	<u>District Assessments</u> <u>Grades 6-9 Students:</u> Sight Word Test, pre and post scored student writing, and Criterion Referenced Assessments in grade 7, and pre and post revising/editing task. <u>Classroom Assessments K-9:</u> Narrative and expository retellings, teacher observations student work samplings, running records, phonological awareness assessments, word/study—spelling tests, students' self-assessments.	21		X	

ANALYSIS AND IMPACT

The implementation of cognitive strategies, including modeling and reflection, were designed to help students master concepts and skills that are essential for independent learning. Demonstration sites were established in two elementary schools and one high school. Teachers in those schools, and a cadre of teachers from cohort schools were provided with staff development opportunities designed to extend the participants' knowledge of how to create optimum, age appropriate situations for learning in the classroom. In addition, high school literacy, social studies and science teachers completed the second year of staff development with the National Urban Alliance.

The focus of instruction for grade 9 students was persuasive writing and revise/edit tasks. There was a significant improvement on the spring persuasive writing task (+14%) and the revise/edit task (+15%). While this looks promising, the relationship to GEPA 2000 scores will be discussed in Strategy 3.

RECOMMENDATIONS/MODIFICATIONS

Continue the demonstration classroom model by expanding to 8-10 additional elementary and high school sites and continue support to the pilot schools. Use this framework as the vehicle through which narrative, persuasive and revise/edit tasks are taught and practiced. Continue the Resource Teacher/Coordinator on-site assistance to teachers in appropriate disciplines.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN</u>	<u>SUCCESSFUL</u>	
		<u>PLAN</u>	YES	NO
1.11 Distribute curriculum guides aligned to state and national standards to the schools and SLTs, outlining objectives and each grade level.	Student work samples will be collected for grade levels K-2, 3-5, 6-8, and 9-12 and analyzed for alignment with state and national standards.	22	X	
1.12 Develop and distribute Administrators' Curriculum Handbook to district school-based administrators and SLTs. This handbook outlines the focus and instructional strategies, including best practices, for grades K-2, 3-5, 6-8, and 9-12.	Improved student achievement as evidenced by student work that shows students solving problems independently, sharing their reasoning, developing multiple strategies to solve problems and/or to increased test scores.	22	X	
1.13 Provide Mathematics Resource Teachers/Coordinators with ongoing staff development.		22	X	

ANALYSIS AND IMPACT

An in-class model, similar to the literacy model, was used in mathematics. Mathematics Resource Teacher/Coordinators provided demonstration lessons for grade 4 and 8 teachers using the in-class model. The focus of the instruction was to encourage teachers to use ESPA and GEPA related strategies to improve student achievement. The model resulted in a 4.8 % increase in the rate of students passing the mathematics portion of the GEPA. In addition, from March through June, Resource Teacher/Coordinators were assigned to the School Leadership Teams to assist teachers with identified needs.

As indicated in the Strategic Plan, the Criterion Reference Assessment (CRA) was used to determine the degree to which the student centered learning strategies provided, helped to improved student achievement. Services were delivered to schools through teachers in-service and supported through the on-site support provided by Mathematics Resource Teacher Coordinators using an in-class model and grade level meetings. These strategies were implemented by the district to support teachers in the effective use of research based practices including problem based learning, inquiry based learning, the use of manipulatives, teacher as coach/facilitator, and cooperative learning.

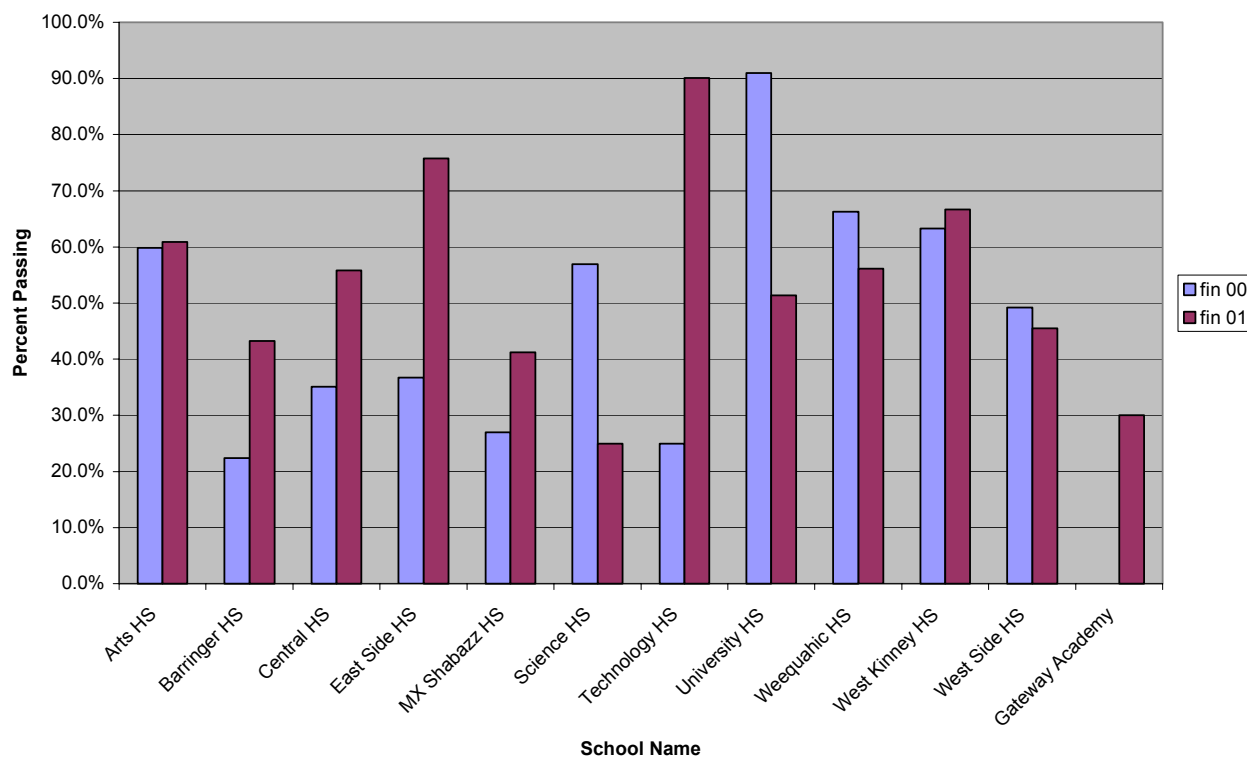
The purpose of the CRA was to determine the students' conceptual understanding of mathematics and the degree to which they think mathematically. The data collected was then compared to Spring 2000 and Fall 2000 results to determine growth over time. CRA data was collected from forty-one (41) elementary schools. Nine schools from SLT I responded, eleven from SLT III, twelve from SLT IV, and nine from SLT V. The spring CRAs were administered in grades 2, 3, 5, 6, 7 and Algebra I classes. The ESPA and GEPA assessments were used as a comparison for fall grade 4 and grade 8 results. An analysis of the data indicates that students performed better on mathematics task that are relatively simple (add one and two digit numbers with and without trading, add one or more addends, identify right angles, add decimals, etc.) However, student results are statistically significantly lower on tasks that require multiple-step solutions (find elapsed time, interpret the remainder, identify simplified fractional parts, applying the Pythagorean Theorem, etc.)

A comparison of student results form Spring 2000 to Spring 2001 indicates that overall there was a decline in student growth on the same test. The decline ranged from -2.28% in grade 7 to -11.92% in grade 6. Students in grade 5 evidence a decline of only -2.52 which can be attributed to the focus on mathematics during grade 4 in preparation for the ESPA. The chart indicates that as students move through the grades the mean percentage of correct responses decreases.

The $+4.8\%$ increase in student achievement on the GEPA can be attributed to a number of district initiatives at the elementary level to ensure implementation of student centered instruction. First, the Mathematics Resource Teacher/Coordinators were assigned to work in-class providing modeling through demonstration lessons and scaffolding through planning support to the classroom teacher. In addition, teachers in grades 4 and 8 received a series of in-services designed to enhance their knowledge of mathematics content and their ability to utilize effective strategies. Data collection was followed by feedback to teachers and interventions to support student learning.

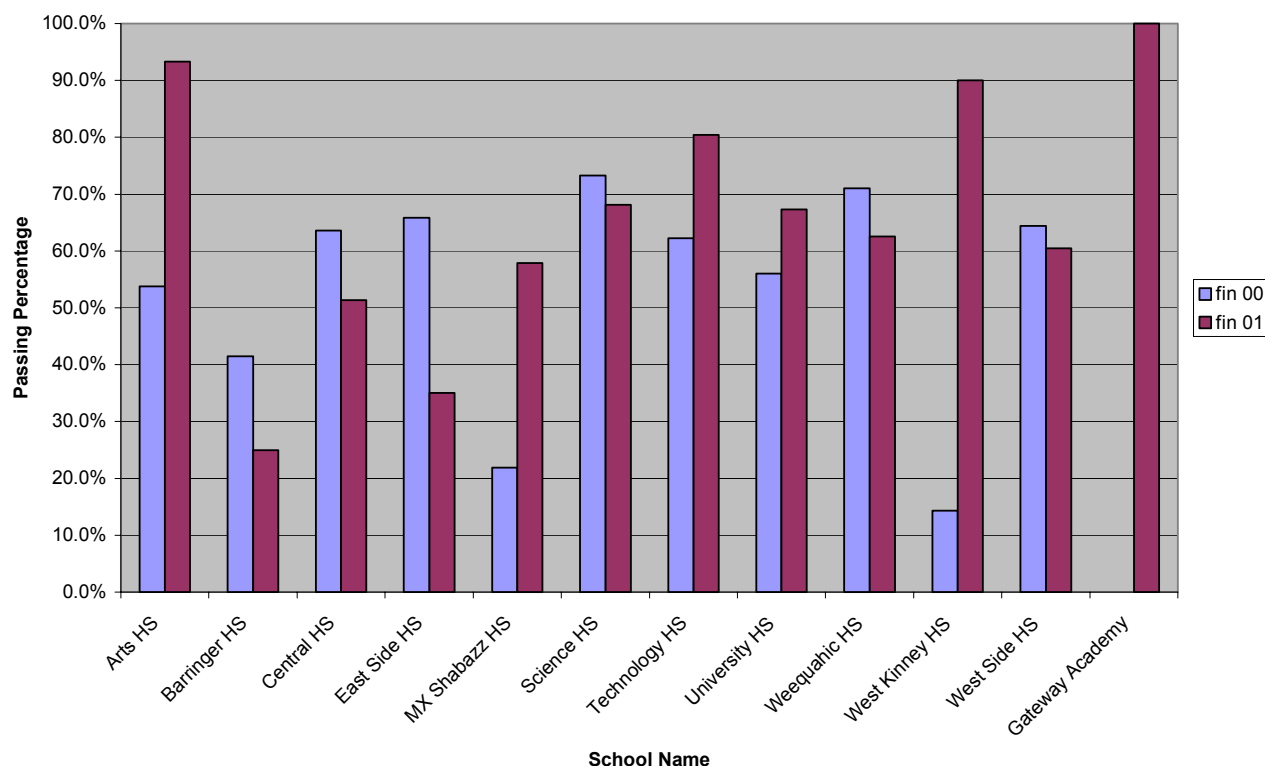
What follows is an analysis of the results of the district assessment for Algebra I, Algebra II and Geometry courses in which most of the students in grades 9, 10 and 11 are enrolled. Foundations Mathematics was implemented for the first time this year in five high schools, Barringer, East Side, Weequahic, West Kinney, and West Side. It is a program of rich and challenging experiences that enable students to develop their problem solving skills. Through a variety of individual and cooperative activities, students cultivate their organizational, analytic, decision-making and communication skills. Teachers received ongoing staff development and support. This program is closely aligned to the New Jersey Core Content Curriculum Standards and will better prepare students for the rigors of the HSPA. The passing rate for students who took the midterm was 38.5% with 50.9% of the same students passing rate the final exam. This represents a significant improvement. This is particularly important because this program is problem based and relies heavily on the application of skills at high levels of understanding.

Algebra 1 Final Exam



Sixty-seven percent of the high schools indicated an increase on the passing rate for students taking the Algebra I final examination over the June 2000 administration of the same test. As this is the second year of implementation of curriculum aligned to the New Jersey Core Content Curriculum Standards, this may be an indication that teachers have begun to develop and internalize the skills necessary for the successful implementation of this more challenging curriculum. Although the trend indicates an increase in students' rates passing, it should be noted that only one of the schools that showed an increase in the passing rates on the final examination, also showed an increase on the HSPT. For certain schools, however, the Algebra I mid-year appears to a fairly accurate indicator of student performance on the state-mandated HSPT. The following schools showed an identical trend with respect to Algebra I and HSPT results: Science High School, Technology High School, and University High School. The data indicates that district assessment need to be aligned more closely to the NJCCCS. The test objectives that were measurably deficient on the CRA, with respect to the number of students answering correctly, were solving systems of linear equations using the graphing calculator or other methods and identifying the algebraic equation of a mathematical solution. The notable strengths with respect to the number of students answering correctly, were evident: identifying the solution of the systems of equations by graphical methods; using linear functions to model real-world situations; and distinguishing between linear and nonlinear functions that model a mathematical situation.

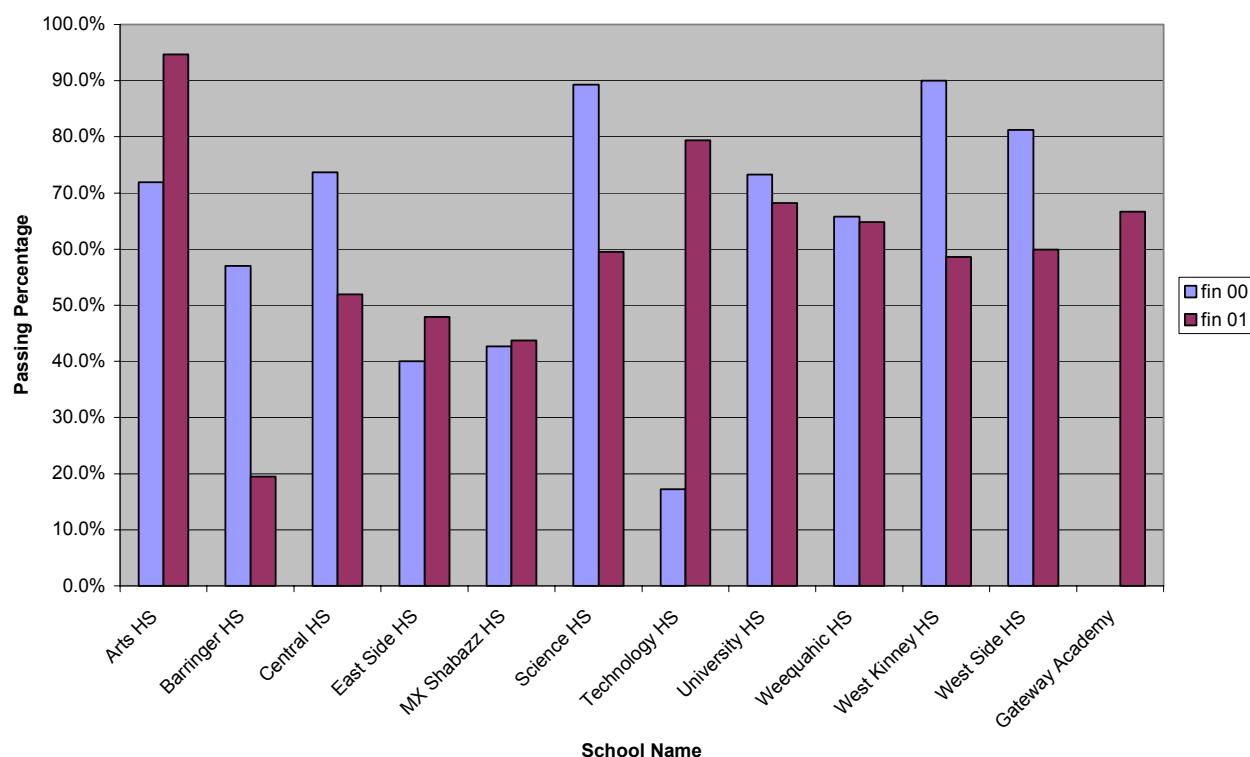
Algebra 2 Final Exam



The above chart indicates the results of two years of final examinations. Five high schools showed an increase in the district passing rate for students over last years results and some of the increases were dramatic. However, it is difficult to determine trends, as none of the schools that showed significant increases on the final exam, showed increases on the mathematics portion of the HSPT. This is further indication of the need to align district assessments more closely to the HSPT.

Twenty-five percent of the district's high schools showed an increase in the passing rate on the final examination in geometry as compared to last year. Only one of these schools, East Side, had a corresponding increase in the passing rate on the HSPT. The alignment of district assessment to the New Jersey Core Curriculum Content Standards continues to be problematic. The major discrepancy is around using rubrics to accurately score free response and open-ended questions consistency across grades, content and schools. There is a need to provide additional support to schools in this area.

Geometry Final Exam



RECOMMENDATIONS/MODIFICATIONS

There is a need for increased alignment of curriculum and instruction by emphasizing student-centered teaching. The district passing rate for mathematics increased by 4.8 %. This is indicative of the need to continue staff development efforts that focus on helping student develop the conceptual understanding and critical thinking skills that are necessary for improving student achievement. The district is implementing a standards-based approach to teaching mathematics in selected schools to improve the delivery of instruction. In addition, we will continue to focus on student centered problem-solving across the district. The key to improving student achievement is a district wide focus in this problematic area.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.14 Continue the implementation of the District's LASER Science Initiative through the introduction of modular science kits in all Grade K-6 classes.	Compare student performance on the mid-year science assessments to determine growth in the attainment of the CCCS.	22	X	
1.15 Develop a consistent science program in all district high schools that is reflective of the Core Curriculum Standards for science, including the adoption and implementation of new Comprehensive Science textbooks that are aligned with CCCS and the HSPT/HSPA science Requirements	Compare student performance on the mid-year and final science examinations for grade 9 so as to determine student achievement.	23	X	

ANALYSIS AND IMPACT

Final examinations were eliminated at the elementary level in light of the number of mandatory assessments that students are subjected to. Instead, the ESPA and GEPA will be the final benchmarks in the determination of success toward meeting the standards. Pre and post assessments of teaching staff and classroom observation indicate that teachers continue to struggle with inquiry/constructivist approaches to teaching and learning. Midterm results indicated that students are not guided in building explanation on higher order thinking or content understanding. The increase of +2.4 on the ESPA science results and + 2.4 on GEPA science results indicate that we are making headway in developing conceptual understanding, however more is needed. Strategies that contributed to the increase in student achievement included reestablishing the position of Lead Science Teachers in more than 50 district schools; available, appropriate classroom materials (modules); administrative support to teachers; increased professional development; increases in the number spaces in school dedicated to science labs in schools; and the integration of science and Language Arts Literacy through trade books and journal writing. To support the classroom teachers, partnerships (Bank Street, Montclair State University, Stevens Institute, Newark Museum and Greater Newark Conservancy) were all trained in the effective use of the modules and supported content understanding in their specific professional development opportunities for the Newark Public Schools.

The most noticeable area of weakness in implementing district strategies were related to the concerns that arose between the teaching of district science initiatives and selected whole school reform models. On pre-post teacher surveys, many teachers indicated that clear concise strategies should be in place and articulated between Whole School Reform developers and central office. The district has made progress this year in articulation with the various developers and are planning collaborative for staff development in the 2001-02 school year.

Secondary Midterm/Final Examination Comparison

Mid-term and final science examination were administered during the 2000-2001 school year. The new examinations have been developed concurrently with the district's new curriculum guides, reflect the New Jersey Core Curriculum Content Standards. These examinations were constructed in three parts: Multiple Choice, Science Skills and the Teacher Component. The exams emphasized knowledge of science content, data analysis, interpretation and evaluation of information, and drawing scientific conclusions. In addition, students were challenged to apply science skills in reading, interpreting graphs and charts, and problem solving. The overall passing rate for the high schools was: 71% for Comprehensive Science; 63% for general Biology; 74% for College Prep Biology; 78% for Chemistry; and 83% for physics. The overall passing rate was higher, except for biology, than for the mid-term examinations, however, the overall number of students tested was lower. The magnet schools, Arts, Technology and University, along with East Side, tended to outperform the comprehensive high schools in their performance on the Teacher Component, where scores were consistently high. Scores for the comprehensive high schools tended to be spread evenly over the 0-4 scoring rubric. On the Science Skills section, the comprehensive high schools tended to score toward the low end of the rubric. The magnet school students tended to score from the middle to the high end of the rubric. On the multiple choice section, scores varied considerably among all of the high schools, with East Side students consistently doing well. Students in Physics, where it was offered, did well in all three test categories. The data indicates that the majority of students are experiencing difficulty in analyzing and evaluating data from a variety of sources and using that data in problem-solving situations.

RECOMMENDATIONS/MODIFICATIONS

As evidenced from the final examination scores, teachers need support in understanding how to use rubrics for consistently accurate scoring. Science action steps that support this benchmark should be continued during the 2001-2002 school year.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN</u>	<u>SUCCESSFUL</u>	
		<u>PLAN</u>	YES	NO
1.16 Implement revised social studies curriculum for grades K-2, 3-5, 6-8 and 9-12 that Incorporate thematic content, national standards and frameworks, activity samples and references for cross-content connections.	Pre and post writing scored using the NJDOE registered holistic scoring rubric.	23	X	
1.17 Distribute the SLTs a four page explanation of the curriculum guide matrix that articulates the governing standards in civics, geography, economics and history.		23	X	

ANALYSIS AND IMPACT

The final examination data for World History, United States History I and United States History II measured student's knowledge of history and conceptual relationships between people and events over time. Students were asked to answer both multiple choice and open-ended questions. The passing rate on the multiple choice section of the three tests was as follows: World History 75%, United States History I 79% and United States History II 84%. In contrast, the passing rate on the opened ended section of each test was 40%, 42% and 53.1% respectively. It should be noted that the schools that had the highest passing rates also had the highest passing rates on both the reading and writing sections of the HSPT. It can be surmised that since social studies is primarily measured by assessing reading comprehension and writing skills, students who are successful on the HSPT in reading and writing will do well on this assessment. The disparity between the scores on the multiple choice sections and the open ended sections is representative of the difficulty teachers are demonstrating in understanding and using the appropriate rubric with accuracy and that student have synthesizing nonfiction information and responding to it in a written format.

The Office of Social Studies did not implement Action Step 1.17.

RECOMMENDATIONS/MODIFICATIONS

As noted previously, teachers are experiencing difficulty in using rubrics to measure student success with accuracy and consistency. Staff development efforts need to focus on improving teacher use of rubrics.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.18 Implement challenging, interactive curriculum (i.e. Foundations, Voyager the Lightspan Program, the Science Outreach Program and Robotics) at ASYDP sites.	Use of site pre and post assessment forms as developed by Voyager	24	X	

ANALYSIS AND IMPACT

Seventy schools offered extended day programs to support student learning by providing opportunities for participation in the Foundations Curriculum, Voyagers, Lightspan, the Science Outreach Program, Versatiles, and Kids'Cents. The activities were designed to promote students' interest in mathematics, robotics, science, and literacy. The district implemented ESPA, GEPA and SAT preparation classes.

RECOMMENDATIONS/MODIFICATIONS

More secondary schools need to implement academic based extra curricular activities to support student learning. Because a variety of programs are offered at schools it is difficult to ascertain which programs benefits students most. For evaluation purposes, it may be more beneficial to offer certain programs across SLTs.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.19 Distribute draft curriculum guides in the content area of visual and performing arts to the SLTs, schools and appropriate staff in K-2, 3-5, 6-8 and 9-12.	A sample of the staff will be surveyed as to the comprehensiveness of the format for the K-2, 3-5, 6-8 and 9-12 guides.	24	X	

ANALYSIS AND IMPACT

The Office of Visual and Performing Arts completed revisions on the K-8 and 9-12 Art Curriculum Guide and the 8-12 Dance Curriculum guides. The documents will be distributed to district schools as draft curriculum in the fall. After a year of use by teachers, it will be revised for final adoption.

RECOMMENDATIONS/MODIFICATIONS

Develop a survey form to collect data for this Action Step.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.20 Revise and distribute to SLTs and schools the Physical Education Guide grades K-12 aligned with the NJCCC.	Criterion Referenced Assessment results from secondary Health and Physical Education mid-term and final examinations.	24	X	

ANALYSIS AND IMPACT

The Health and Physical Education curriculum guides were completed and distributed during the school year. In addition, Health and Physical Education teachers and department chairpersons were provided with a series of in-services that focused on content and writing across the curriculum. The correct alignment of the curriculum, instructional practice and district assessments will result in improved student achievement. A comparison of the fall to spring assessment data indicates that the student passing rate improved 16% on the multiple choice section of the test, but declined almost 9% on the open-ended portion of the examination. This was expected since the open-ended questions were more challenging.

RECOMMENDATIONS/MODIFICATIONS

Review the assessments during the summer to make revisions recommended after teacher use.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
1.21	Develop and distribute to SLT's and school the expanded World Language Curriculum Guides that incorporate the New Jersey standards, frame-works, goals and objectives.	A sample of staff will be surveyed as to the comprehensiveness of the content and the effectiveness of the format of the guides.	24	X

ANALYSIS AND IMPACT

A World Language Curriculum Guide Teacher Survey was developed and disseminated to staff in the spring of 2001 semester in order to assess the effectiveness of the content and format of the guide. The comments and recommendations collected are to be used in the development and revision of all future curricular documents. The responses uniformly indicate teacher satisfaction with the format of the guide.

RECOMMENDATIONS/MODIFICATIONS

The guide will be up-dated when the revisions of the Standards and Progress Indicators for World Languages are finalized. As the program expands, grade specific units may be added to align the curriculum with learner characteristics and grade level content. Complete revisions needed to bring the final draft of the document before the Advisory Board for final adoption. At that time this action step can be abandoned.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.22 Provide SLTs and school administrators with a document that recommends and explains research-based models of effective second language programs in order to establish parameters for instruction, weekly scheduling and generating active student participation consistent with practices that have been shown to promote language acquisition.	Feedback from schools in the form of a pre and post survey.	24	X	

ANALYSIS AND IMPACT

To evaluate the effectiveness of district efforts to provide SLT and school administrators with information and direction as to the implementation of World Language instruction, a World Language Implementation Survey was developed and administered to school administrators as research-based models of effective second language programs were created at their school sites. The initial survey results indicate a uniform and positive evaluation of the information and assistance that has been provided through staff development and/or technical assistance at the schools or sites. Over 90% of the responses received indicated a thorough and sufficient understanding of research-based model of effective second language programs, and implementation issues such as: scheduling, recommended instructional time; proficiency-based instruction; and realistic performance guidelines. This information is being reviewed to improve the effectiveness of program implementation at those sites that will be initiating instruction in the coming year.

RECOMMENDATIONS/MODIFICATIONS

Continue administration of the pre and post survey until the district has implemented an effective World Language program for all students.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.23 Identify for district adoption those instructional materials and resources that best align with the World Language Standards in the targeted languages.	Adoption Rating Sheets	25	X	

ANALYSIS AND IMPACT

A district World Language Curriculum Review Committee was organized to evaluate available teaching material and resources, and to make recommendations for district textbook and instructional resource adoptions. After careful analysis, the committee recommendations were used to purchase materials and textbooks for the schools. In addition, the committee recommendations were drafted and presented to the advisory Board for approval. Rating sheets were used to select the necessary materials to date.

RECOMMENDATIONS/MODIFICATIONS

This is a practice that should be continued until appropriate materials have been selected in the targeted languages.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>		<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
1.24	Finalize revisions to Pre-K and K curriculum guides and distribute to SLTs and the schools.	<u>Grade K Students-</u> Yopp-Singer Phonemic Awareness test (for Pre-K and K). Letter ID, Hearing & Recording Sounds Assessments, Writing Vocabulary Spree, DRA, CAP, and scored student writing.	25	X
1.25	Distribute to SLTs and schools The Early Childhood Expectations Standards of Quality for the Pre-K Program.		25	X

ANALYSIS AND IMPACT

The Kindergarten Handbook, The Early Childhood Expectations Standards of Quality, the Kindergarten, and Kindergarten Science, and Physical Education and Health curriculum guides were completed and distributed to SLTs and Schools. In addition, the Pre-K curriculum guide, Kindergarten social studies and art are in the draft stage. Final revisions will be completed this summer. As previously noted, while the data showed a significant improvement in the students scoring rate from fall to spring, the percentage of students who fall below the benchmark is cause for concern.

RECOMMENDATIONS/MODIFICATIONS

Continue to implement research-based practices and programs including the Cognitive Apprenticeship model, Bank Street, New Beginnings, and the Childrens' Literacy Initiative.

SECTION II – TECHNICAL ASSISTANCE

Strategy #1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL YES</u>	<u>NO</u>
1.26	Establish model Pre-K Bank Street - New Beginnings Project in four elementary schools: one pre-K per SLT.	Pre and Post phonological awareness measures that rhyme, blending and the Yopp-Singer Phonological Awareness Test.	25	X	
1.27	Expand the Children's Literacy Initiative (CLI) into approximately 120 Pre-K classes that are housed at community-based centers in Newark.		26	X	

ANALYSIS AND IMPACT

This is year five of Bank Street College's Project New Beginnings, a comprehensive early childhood reform initiative designed to create early childhood experiences and environments that are responsive to the needs of the Pre-Kindergarten youngsters in eleven classrooms. The program provides staff development to teachers to support their efforts to implement best practices in early childhood education. The staff development consisted of Social Studies/Science Inquiry Project (year long), School Based Study Groups (year long), New Beginning short format (6 session) or long format (12 sessions) courses, and mentoring (year long) for the teachers who were new to the project. The curriculum used in a New Beginnings classroom is an integrated one that is aligned with the curriculum of the Newark Public Schools and the New Jersey Core Content Curriculum Standards. It directly connects reading, writing, social studies, math and science activities to a child's interests. The New Beginning Model School, Clinton Avenue (K-2) continued to develop and grow. In addition to Clinton Avenue, the following schools participate in this collaboration: Abington Avenue, Bragaw, Fifteenth Avenue, Franklin, Dr. William Horton, Mt. Vernon, Quitman Street, South Street and Thirteenth Avenue.

The Newark Public Schools provided professional development, as well as literacy materials through the Children's Literacy Initiative for district Pre-Kindergarten teachers. The participants received practical, hands-on training in read-aloud and emergent literacy techniques, including Concepts About Print and Message Time. In addition to the many Pre-Kindergarten and first grade teachers already trained in CLI, approximately 100 teachers from the community-based daycare centers received the training this school year. After the completion of the three-day training, each staff member received a selection of books for their classroom.

RECOMMENDATIONS/MODIFICATIONS

Expand the New Beginnings program and Children's Literacy Initiative to additional Pre-Kindergarten classes.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN				
<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			YES	NO
2.1 Design and administer pre and post criterion-referenced assessments that are CCCS-aligned in the areas language arts literacy for students in grades 3 and 7 in November 2000 and March 2001.	CRA results for students in grades 3 and 7.	27	X	
2.2 Provide baseline report in December 2000 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning and the SLT Assistant Superintendents that establishes the relative strengths and needs as indicated by the results grade 3 and grade 7 CCCS-aligned language arts literacy assessments.		27	X	
2.3 Provide a comparative report in June 2001 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and SLT Assistant Superintendents that analyze patterns of growth and need as indicated by the results of the grade 3 and grade 7 CCCS-aligned language arts literacy assessments.		27	X	

ANALYSIS AND IMPACT

The intent of the above action steps was to establish interim assessments to determine the level of student readiness for success on the state assessment and simultaneously provide students with appropriate practice that prepared third grade students for the upcoming ESPA and seventh grade students for the GEPA. While the increase in the student passing rate was statistically significant, we are concerned that approximately half of the students in grades 3 and 7 are at risk. The rate of passing on the revise/edit is slightly better; however, this is an area that students at both eighth and eleventh grade have difficulty with.

Table 8 *A Comparative View of Student Performance on the Criterion Referenced Assessments Benchmarks*

Criterion Referenced Assessments	% of Students Who Scored Below the Benchmark, Fall 2000	% of Students Who Scored Below the Benchmark, Spring 2001	% of Students Who Scored At or Above the Benchmark, Fall 2000	% of Students Who Scored At or Above the Benchmark, Spring 2001	+/- Growth
3	71%	49%	29%	51%	+22%
7 (Persuasive)	71%	52%	29%	48%	+19%
7 (Revise/Edit)	51%	42%	49%	58%	+16%

RECOMMENDATIONS/MODICATIONS

Feedback from the fall data was useful in developing in-services for teachers and in redeploying resources to support grade 4 and 8 teachers and students. This data should be useful in planning for the 2001-02 school year. Test Specification for Language Arts Literacy should be incorporated into appropriate Language Arts Literacy in-services. In addition, year long writing in context activities need to be developed including units of study for teaching literacy skills through reciprocal teaching strategies and interactive writing.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: **Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.**

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN</u>	<u>SUCCESSFUL</u>	
		<u>PLAN</u>	<u>YES</u>	<u>NO</u>
2.4 Revise mid-year and final examinations in English for students in grades 9-12 so that the measures are aligned with the language arts literacy portion of the HSPT.	Mid-year and final English secondary examinations	27	X	

ANALYSIS AND IMPACT

The midterm and final examinations for secondary students mirrored the HSPT in that students were asked to read a narrative passage and a poem and respond to multiple choice questions about each, in addition to responding to a picture prompt and completing a revise/edit task. The passing rate for grade 9 students increased 8.3%, from 67.7% in February to 76.0 % in the June. It should be noted that grade 9 literacy teachers from each high school were a part of the secondary demonstration site cohort. Students in grades 10 and 11 were asked to respond to a memoir, an essay passage and to answer multiple choice questions. In addition, students completed a picture prompt writing task and a revise/edit task. A review of the Language Arts Literacy/English midterm and final examination date indicates that the passing rate for students declined slightly in the spring for grades 10 and 11. There was not significant improvement in student performance. Even though the midterm and final passing rate was flat the scores, the passing rates were relatively high, and is consistent with the passing rate on the writing section of the HSPT. We attribute the increases in the student passing rate in writing on the HSPT to the district's focus on continuous staff development across disciplines.

RECOMMENDATIONS/MODICATIONS

The district focus on writing for the past two years has been beneficial to student achievement. It is important that we continue implementing the strategies that have contributed to increased passing scores., including writing across the content, the use of student journals and focused professional development. Throughout the data collection process, it was evident that teacher use of appropriate rubrics is a concern. Professional development that emphasized the effective development and use of rubrics is needed.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			<u>YES</u>	<u>NO</u>
2.5 Develop and administer to all grade 9 and 10 students prompt in fall 2000 and spring 2001 that is scored by English teachers and chairpersons using the NJDOE registered holistic scoring rubric.	Pre and post writing samples	27	X	
2.6 Develop and administer to all grade 9 and 10 students a pre and post revising/editing task in fall 2000 and spring 2001 that is scored by English teachers and chairpersons using the NJDOE revising/editing scoring rubric.		28	X	
2.7 Analyze the initial data generated by the student writing and student revising/editing texts and using rubrics scores establish discrete grade-level benchmarks to be met by Spring, 2001 and provide written analysis to the Director of Language Arts Literacy.	post writing samples and post revising/editing samples	28	X	
2.8 Analyze the spring data generated by the student writing and student revising/editing texts and report on the progress made to the Director of Language Arts Literacy.		28	X	

ANALYSIS AND IMPACT

This was the first year that we used district wide Criterion Reference Assessments in grades K-10. In addition to this very ambitious undertaking, a number of other literacy initiatives were implemented. In order to effectively utilize resources, a decision was made to implement this initiative in grades K-9 only. The analysis of the aforementioned data enabled appropriate staff to make informed decisions about instructional need and modifications in programs to better support school based personnel and student learning. There was an improvement in the passing rate for students on both the persuasive and revise/editing task. The results are indicative of the increase focus on writing in the district. However, there was not corresponding improvement on the writing portion of midterm and/or final examinations at the secondary level. This would indicate that the scores are inflated, reflective of the need for increase understanding by teachers of the appropriate and consistent use of rubrics.

Table 8 *A Comparative View of Student Performance on the Criterion Referenced Assessments Benchmarks*

Criterion Referenced Assessments	% of Students Who Scored Below the Benchmark, Fall 2000	% of Students Who Scored Below the Benchmark, Spring 2001	% of Students Who Scored At or Above the Benchmark, Fall 2000	% of Students Who Scored At or Above the Benchmark, Spring 2001	+/- Growth
9 (Persuasive)	65%	51%	35%	49%	+14%
9 (Revise/Edit)	47%	32%	53%	68%	+15%

RECOMMENDATIONS/MODICATIONS

Conduct a school-by-school needs assessment to determine the writing needs of each. Provide approach strategies to provide intervention for at risk students. Continue to implement best practices for improving writing skills. Continue Fall and Spring CRA assessments as a means of determining progress and diagnosing needs.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u>	
			<u>YES</u>	<u>NO</u>
2.9 Distribute revised secondary science mid-term and final examination that are aligned with the CCCS.	Student performance as measured by the secondary science mid-term and final examinations.	29	X	
2.10 Provide baseline report in February, 2001 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and the Assistant Superintendent that establishes the relative strengths and needs as indicated by the results of the science assessments.		29	X	
2.11 Provide a comparative report in June, 2001 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and SLT Assistant Superintendents that analyzes patterns of growth and need as indicated by the results of the science assessments.		29	X	

ANALYSIS AND IMPACT

The mid-year and final examination results were compiled and shared with key stakeholders. While a comparison is helpful in determining student growth from first semester to second semester, it is more useful to compare growth from 2000 midterm to 2001 midterm and 2000 final to 2001 final. This data shows student growth trends. As was noted on the mid-term examinations, students at East Side, Weequahic, and West Side scored as well on both the multiple choice and open ended questions, as students in the magnets high schools, Science, University and Technology where more than 75% of the students who were tested passed all three sections. Both East Side and West Side improved on all three areas of the HSPT and Weequahic improved on the writing and reading sections of the HSPT. The passing rate for the open ended portion of these examinations was lower, ranging from 37% passing in Comprehensive Science, 37% in General Biology, 51% passing in College Preparatory Biology, 42% in chemistry and 50% passing rate in Physics. It should be noted that students continue to experience difficulty using the scientific method to obtain, synthesize and apply information.

Table 9 *A Comparative View of Student Performance on the Midterm and Final Secondary Science Assessments*

Criterion Referenced Assessments	% of Students Who Scored Below Passing Fall 2000	% of Students Who Scored Below Passing Spring 2001	% of Students Who Scored At or Above Passing Fall 2000	% of Students Who Scored At or Above Passing Spring 2001	+/- Growth
Comprehensive Science	36%	29%	64%	71%	+7%
General Biology	33%	36%	67%	64%	-3%
C. P. Biology	35%	32%	65%	68%	+3%
Chemistry	32%	21%	68%	78%	+10%
Physics	27%	19%	73%	81%	+8%

RECOMMENDATIONS/MODICATIONS

During the 2001-02 school year, the district will complete the third year of the Learning Through the Lens of Science Initiative. Grade 7 and 8 teachers will be in-serviced on the use of specific modules to improve student learning in science. In addition, teachers in grade 9 will also begin the training to pilot the use of modules at the secondary level.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
2.12	Develop and implement district-wide mid-year and final assessment for all secondary school health courses (Grades 9-12)	Student performance as measured by the secondary health mid-term and final examinations	29	X

ANALYSIS AND IMPACT

The district averaged a 53% passing rate on the open ended section of the midterm examination and 49% passing rate on the open ended section of the final examination. In comparison, the passing rate on the final examination was 79% district-wide. The implementation of writing as a district wide focus for all content areas, resulted in the inclusion of free response, essay or open-ended questions on all core content examination. Health and Physical Education teachers participated in in-services designed to improve their understanding of the writing process and the use of the NJDOE rubric for scoring. In some schools, better than 65% of the students scored a 3 or 4 on open-ended section of the examination. This may be reflective of the overall improvement on the writing section of the HSPT, however, as this was the first year that these assessments were used.

RECOMMENDATIONS/MODIFICATIONS

Revise Health and Physical Education examinations to ensure alignment to the CCCS. Once the assessments have been reviewed and appropriate assessments are in place, this action step can be discontinued.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: **Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.**

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u> YES NO
2.13	Administer CCCS-aligned social studies midterm and final exams at grades 4, 5, 7, 8, 9, 10 and 11 in January and June, 2001.	Mid-term exam results for students in grades 4, 5, 7, 8, 9, 10, and 11 as well as final exams results in grades 9, 10 and 11.	30	X
2.14	Provide baseline report in February 2001 to Deputy Superintendent and SLT Assistant Superintendents that presents the relative strengths and needs as indicated by the results of the NJCCCS aligned social studies assessments.	CRA results for students in grades 4, 7, 8, 9, and 11	30	X
2.15	Provide a comparative report in June 2001 to Deputy Superintendent and SLT Assistant Superintendents that presents the relative strengths and needs as indicated by the results of the NJCCCS aligned social studies assessments.		30	X

ANALYSIS AND IMPACT

Midterm and final examinations aligned to the CCCS were developed and administered. However, in light of the excessive testing required in the district for state, district and WRS model needs assessments, CRA testing in social studies was suspended. The data gleaned from both the mid-year and final examinations was useful in determining areas of need for the 2000-2001 school year.

RECOMMENDATIONS/MODICATIONS

Remove Action Steps 2.14 and 2.15. The data from the mid-term and final examinations provide sufficient data to inform planning and practice for the 2001-02 school year.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
2.16	Administer Criterion Referenced Assessment semi-annually for students in grades 2-7, and Algebra I	Fall and Spring Criterion Referenced Assessments results	30	X
2.17	Provide statistical analysis in December 2000 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and the SLT Assistant Superintendent that established the relative strengths. and needs as indicated by the Criterion Referenced Assessment results		30	X
2.18	Provide statistical analysis that compares the results of the Fall and Spring Criterion Referenced Assessments (CRAs) to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and the SLT Assistant Superintendent that measures growth and Needs, as indicated by CRA results.		31	X

ANALYSIS AND IMPACT

Fall and Spring Criterion Referenced Assessments (CRA), aligned to the NJCCCS were developed and administered. The director of the Office of Mathematics provided an analysis of the data, including areas of need and areas of strength. Fall information was utilized to determine mathematics staff development activities for the remainder of the school year and to deploy staff most effectively to impact student learning. As a result of this information, Mathematics Resource Teachers Coordinators provided two week institutes for all grade 4 and grade 8 students which resulted in statistically significant growth on the GEPA. The Spring results were used to compare student growth and will be utilized to plan the mathematics program for the 2001-2002 school year.

RECOMMENDATIONS/MODIFICATIONS

Continue these Action Steps during the 2001-2002 school year.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: **Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.**

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
2.19	Revise mid-year and final examinations in Mathematics in grade 8 algebra and grades 9-12 to align with state and national Standards.	Samples of mid-year and final secondary Mathematics examinations in grades 9-12.	31	X

ANALYSIS AND IMPACT

The revision were completed on the grade 8 algebra and the 9-12 mathematics assessment. Feedback from these assessments were used to inform and improve instruction, and to influence decisions about program modifications.

RECOMMENDATIONS/MODICATIONS

The results from the examination can be used as barometers for assessing higher levels of achievement and enrollment in math courses.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>		<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
2.20	Implement ESPA, GEPA , HSPT/HSPA and SAT Preparation Programs via the context of after school programs.	31	X
	Pre and post assessments that measure ESPA, GEPA, and HSPT language arts literacy and mathematics skill, as well as pre and post SAT practice assessments.		

ANALYSIS AND IMPACT

Most of the district's schools developed a Whole School Reform implementation plan that identified the role of the various elements of the school in contributing to student improvement. Included in the plans were the extended day programs. The goals of the Office of Extended Day Programs is to provide opportunities for students to continue their learning beyond the school day through a variety of quality, innovative activities, including field trips, museum visits and hands-on activities. The number of preparation programs offered in the district was as follows: ESPA – 21 schools, GEPA – 22 schools and SAT – 4 schools for a total of 47 extended day programs. At present, we do have ESPA results to review. However, a review of the GEPA information indicates that 50% of the 22 schools that offered GEPA programs showed improvement in the passing rate in language; 72% showed improvement in mathematics and 77% of students showed improvement in the passing rate in science. Ten of those elementary schools improved in all three areas tested on the GEPA. Of the four schools that offered SAT preparation classes, all improved in the passing rate in writing and one school showed improvement in reading.

RECOMMENDATIONS/MODIFICATIONS

ESPA, GEPA and SAT Preparation Program provide opportunities for focused practice on specific skills that were identified during needs assessments. These programs should continue, however, there is a need to strengthen the instructional practices utilized to ensure that students benefit from the additional time.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL</u> YES NO
2.21	Implement literacy assessments in Pre-K classrooms so as to measure students' phonological awareness.	Pre and post phonological awareness assessments	31	X
2.22	Provide statistical analysis in December 2000 to the Superintendent, Deputy Superintendent, Associate Superintendent for Teaching and Learning, and the SLT Assistant Superintendent that established the relative strengths and needs as indicated by phonological awareness assessments		31	X
2.23	Provide a comparative report in June 2001 to the Deputy Superintendent and the SLT Assistant Superintendents that analyzes Patterns of growth and needs, as indicated by results from the pre and post phonological awareness assessments.		32	X

ANALYSIS AND IMPACT

In order to determine comparative growth, a pre and post test was given to four year olds. The Brigance Preschool Screen was used to measure growth for Pre-kindergarten students. In fall the four year old Brigance was given and the five year old assessment, Brigance K & 1 screen, was used to compare growth in the spring. This data was collected by the Office of Planning, Evaluation and Testing from district schools and community centers for analysis. Results will be discussed as soon as they are available.

RECOMMENDATIONS/MODIFICATIONS

The district will add the Yopp-Singer Phonemic Awareness test, currently given in kindergarten to the measurement tools for pre-school students during the 2001-02 school year. This test will allow for early diagnosis and treatment of preventable deficiencies.

SECTION II – TECHNICAL ASSISTANCE

Strategy #2: **Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.**

ACTION PLAN

<u>ACTION STEPS</u>		<u>PAGE IN</u> <u>PLAN</u>	<u>SUCCESSFUL</u> <u>YES</u> <u>NO</u>
2.24	Design and field-test developmentally appropriate assessments at selected grades to establish baseline data on communicative proficiency and cultural knowledge in the target languages/culture.	32	X

EVALUATION

Teacher surveys/reviews of samples items in the secondary schools, development and field testing of mid-year and final exams as planned.

ANALYSIS AND IMPACT

Midterm and final examinations for Spanish I and French I were drafted and field-tested during 2000-01. Recommendations and feedback collected from the teachers will be used in the process of revising the examinations. The majority of the responses indicated serious concerns about the level of difficulty and breadth of materials covered on the mid-term and final examination field tests.

RECOMMENDATIONS/MODIFICATIONS

Design and field-test developmentally appropriate assessments for all secondary Spanish and French courses. Develop and appropriate feedback document for selected elementary grades. Teacher recommendations will be incorporated as the committee prepares a new mid-term and final examination to be used in school year 2001-02.

SECTION II – TECHNICAL ASSISTANCE

Strategy #3: Implement a writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL YES NO</u>	
3.1 Educate key stakeholders in the cognitive apprenticeship model and modeled, assisted, and independent writing strategies that the district will use.	<u>Grade K-2 Students:</u> Letter ID, Hearing & Recording Sounds Assessment, Writing Vocabulary Spree, DRA, Sight Word Test, and scored student writing.	28	X	
3.3 Create K-2, 3-5, 6-8, and 9-12 writing guides and distribute these texts to the SLTs and all classroom teachers to be used by teachers.	<u>Grade 3-5 Students:</u> DRA for Grade 3, Sight Word Test, pre and post scored student writing, and midterm and final examinations in literacy.	28	X	
	<u>Grade 6-8 Students:</u> Sight Word Test, pre and post scored student writing, and midterm and final examinations in literacy.			
	<u>Grade 9-10 Students:</u> Pre and post scored student writing, pre and post revising/editing task.			
3.4 Design and deliver in-service to K-2 classroom teachers in order to teach them modeled assisted and independent writing strategies.	<u>Grade K-2 Students:</u> Letter ID, Hearing & Recording Sounds Assessment, Writing Vocabulary spree, DRA, Sight Word Test, and scored student writing.	28	X	
3.5 design and deliver in-service to 3-5 classroom teachers in order to teach them modeled, assisted, and independent writing strategies.	<u>Grade 3-5 Student:</u> DRA to grade 3, Sight Word Test, pre and post scored student writing and midterm and final examinations in literacy	29	X	
3.6 design and deliver in-service to 6-8 Language Arts/Literacy classroom teachers in order to teach them modeled, assisted, and independent writing strategies.		29	X	

SECTION II – TECHNICAL ASSISTANCE

Strategy #3: Implement a writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

ACTION PLAN

<u>ACTION STEPS</u>		<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL YES NO</u>
3.7	Design and deliver in-service to grade 9 language arts literacy classroom teachers and English department chairpersons in order to teach them modeled, assisted, and independent writing strategies.	<u>Grade 9 Students:</u> Pre and post scored student writing and pre and post revising/editing assessment scored using the NJDOE Revising/Editing rubric.	29	X
3.8	Design and deliver in-service to 300 secondary content area teachers and their respective department chairpersons in order to teach them modeled, assisted, and independent writing strategies.	Pre and post writing assessment of all 9 th and 10 th grade students scored using an expository rubric and pre and post revising editing assessment scored using the NJDOE Revising/Editing rubric.	29	X
3.9	Design and deliver to SLT's and schools a grade K-2 assessment manual that outlines all district required literacy assessments		29	X
3.10	Design and deliver to SLTs and schools in grade 3-5 assessment manuals that outline all district required literacy assessments.		29	X
3.11	Design and deliver to SLTs and schools a grade 6-8 assessment manual that outlines all district required literacy assessments.	Students scored writing	30	X
3.12	Design and deliver to SLTs and schools a grade 9-10 assessment manual that outlines all district required literacy assessments.	<u>Grade 9 Students:</u> Pre and post scored student writing and pre and post revising/editing assessment scored using the NJDOE Revising/Editing rubric.	30	X

SECTION II – TECHNICAL ASSISTANCE

Strategy #3: Implement a writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PLAN</u>	<u>YES</u>	<u>NO</u>
3.13 Design specific pre and post writing prompts to be used as district assessments for students in grades 2 through 10.		30	X	
3.14 Design specific pre and post revising/editing tasks to be used as district assessments for students in grades 5 through 10.	Students scored revising/editing task.	30	X	

ANALYSIS AND IMPACT

Within the Newark Public Schools' Education Plan, multiple progress indicators were established with the improvement of students' written expression as a major district outcome. To that end, various writing measures were enacted during the school year. In addition, pre and post writing assessments were conducted across grades K through 9. In the fall, the writing assessment provided the District with a baseline that was descriptive of student performance as measured against grade-level benchmarks. Assessments were conducted in the Spring in order to gauge student progress with regard to the established benchmarks. The district writing benchmarks all exceeded the State's "Just Proficient Means" scores. Strategy three will focus on scored student writing samples.

In reviewing and comparing the results from the Fall writing assessments with the results from the Spring writing assessment, it is significant to note that students' writing demonstrated statistically significant growth at every grade level for every task at the district level and at the SLT level. Also in the recently returned 2001 Grade Eight Proficiency Assessment in language arts literacy our district's general education students' writing performance exceeded the state's just proficient means score of 10.9 by .3, with our students' mean score being 11.2. **Multiple indicators at the local and state level suggest that writing is improving in Newark Public Schools.**

As can be seen in Table 1, only 30% of the students' writing that was assessed in the Fall met or exceeded grade-level benchmarks. In comparison, 55% of the students' writing that was assessed in the Spring met or exceeded grade-level benchmarks. In addition, there was an increase in the number of students who were assessed from the Fall to the Spring. In the Fall 26,771 students were assessed and 28,021 students were assessed in the Spring.

Table I
Comparative View of Students' Writing Achievement
Fall, 2000 – Spring, 2001

GRADE LEVEL	NUMBER OF STUDENTS WHO WERE TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
District Fall, 2000	26,771	17,636	70%	7576	30%
District Spring, 2001	28,021	12,585	45%	15,423	55%

The results from this year's writing assessments provide a foundation that the District needs to build upon. It is recommended that the District continue to assess its written products in the Fall and again in the Spring in order to monitor student progress, ascertain relative strengths and needs of district writing programs, and study longitudinal trends in an effort to continue to improve student achievement.

Grade K-2

In order to assess students' capabilities to write in kindergarten and grade 1, teachers were directed in the Fall and again in the Spring to collect three (3) consecutive writing samples from each student and to then score these texts using the primary version of the Registered Holistic Scoring Method. Only the score for message quality was used to determine whether or not the texts met the district established benchmark. In order to meet the kindergarten benchmark, students needed to compose one complete sentence. At the first grade level, students needed to compose a punctuated story of two or more complete sentences.

In the Fall and Spring, students in grade 2 were directed to write a procedural narrative. Similarity and control in task was ensured to be able to measure from Fall to Spring. The students' writing was scored against a locally constructed rubric that was based in a national standard. In order to meet the benchmark, second grade students needed to earn a score of three (3) or better which meant that the narrative procedures needed to be clearly written and contextualized with an opening and conclusion.

Table I (K-2)

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
K	2723	2539	93%	184	7%
1	2772	1971	71%	802	29%
2	2829	1513	53%	1316	47%
Spring, 2001					
K	3079	1468	47%	1611	53%
1	3014	932	31%	2088	69%
2	3027	833	28%	2180	72%

As can be seen in Table 1, a little more than 6000 kindergarten and first grade students' writings were assessed in the Spring. This represents an increase of about 500 students from the Fall. At the kindergarten level, 47% of the students did not meet the benchmark. The majority of our kindergarten students should be able to meet this writing demand.

Whereas, there was significant improvement in the percentage of first graders who were able to produce writing that met the benchmark, there must be assurances that the remaining 31% receive exemplary instruction in smaller group settings in the second grade.

As can be seen in Table I, second grade students' writing performance was statistically significant from Fall to Spring, with an increase of 25% meeting or exceeding the benchmark.

ANALYSIS AND IMPACT

Grade 3-5

In the Fall and Spring, students in grade 3 were directed to write a procedural narrative. In order to meet the third grade benchmark, students needed to earn a score of four (4). In so doing, the narrative procedure needed to be clearly written and contextualized with an opening and conclusion, organized in paragraphs, and written with evidence of syntactical control.

Students in grades 4 and 5 were directed to write a response to picture-linked writing prompts in the Fall and again in the Spring. Students' writings were scored using RHSM. Writing that has scored a 4 met the benchmark; writing that was scored a 5 or 6 exceeded the benchmark. Again, the district benchmark exceeded points needed by students to pass the writing portion of ESPA and GEPA.

Table 2 (3-5)

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
3	3210	2290	71%	920	29%
4	3020	2177	72%	843	28%
5	2786	1811	65%	975	35%
Spring, 2001					
3	3392	1684	49%	1708	51%
4	3255	1712	52%	1550	48%
5	3062	1444	47%	1618	53%

In examining the Fall data in Table 2, only 29% of the third graders assessed met or exceeded the benchmark. Significant gains were made in the Spring with 51% of grade three students' writing meeting the district benchmark that could be considered proficient by ESPA standards. Given this context then, it is critical to sustain these gains evidenced in the third grade while attending to those students who are performing below the grade level benchmarks.

As can be seen in Table 2, in the Fall, student performance at the fourth grade level was slightly below the district mean performance, whereas fifth grade students' writing performance exceeded the district mean by 5%. As the tasks that students responded to were directly connected to ESPA and GEPA, readiness for these measures can be noted. In the Spring, improvement at both grade levels can be seen. Student performance increased 20% in the fourth grade and 18% in the fifth grade. These increases are notable and statistically significant. It will be interesting to note if there is a strong correlation between the abstract data and the results of the ESPA.

ANALYSIS AND IMPACT

Grade 6-8

Students in grades 6,7, and 8 during the Fall and Spring, were directed to write a response to a persuasive writing prompt and also to complete a revising and editing task. The persuasive writing prompts were developed and field-tested by the New Jersey Department of Education for GEPA. Students' writing was scored using the *RHSM. A scoring guide containing the *RHSM rubric and anchor papers representing score points 1-6 that matched the writing task was distributed to every sixth, seventh, and eighth grade language arts literacy teacher in an attempt to help norm teachers' scoring.

Table 3 (6-8) Persuasive Writing Prompt

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
6	2618	1821	70%	797	30%
7	2768	1977	71%	791	29%
8	2485	1537	62%	948	38%
SPRING, 2001					
6	2683	1352	56,4/5	1331	49.6%
7	2617	1346	52%	1261	48%
8	2308	894	39%	1418	61%

As can be seen in Table 3 in the Fall of 2000, student performance at the sixth and seventh grade levels closely or directly reflected the district LAL mean score on ESPA (2000). The flat performance at sixth and seventh grades suggests that the instruction in the preceding grades (5 & 6) needs to be designed to build on students' compositional and reading strengths.

In the Spring of 2001, achievement gains were realized across all three grade levels. With a 20% gain at the sixth grade level, a 19% gain at the seventh grade level, and a 23% gain at the eighth grade level, the actual percentage of eighth grade students proficient in writing on the GEPA was 41.9%.

*** Registered Holistic Scoring Matrix**

Table 4 (6-8) Revising/Editing Texts

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
6	2435	1166	48%	1269	52%
7	2599	1318	51%	1281	49%
8	2358	859	36%	1499	64%
Spring, 2001					
6	2676	995	37%	1681	63%
7	2633	1106	42%	1526	58%
8	2289	661	29%	1628	71%

As can be seen in Table 4, students' performance in revising and editing texts in grades 6,7 and 8 was substantially significant and not compatible with results from the 1999 and 2000 GEPA assessments. It is suspected that the current scores are inflated and are symptomatic of teachers not knowing how to score the texts, rather than representing increased performance.

Gains were made across all three grade levels in the Spring with regard to the revising and editing task. The scores nonetheless do not appear to be reliable given student performance in past GEPA tests.

ANALYSIS AND IMPACT

Grade 9

Students in grade 9, during the Fall and Spring, were directed to write a response to a persuasive writing prompt and also to complete a revising and editing task. The persuasive writing prompt was developed locally. Students' writing was scored using the Registered Holistic Scoring Method.

Table 5 (Gr. 9) Persuasive Writing Prompt

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
9	1559	1018	65%	541	35%
Spring, 2001					
9	1580	797	51%	781	49%

Because our local benchmarks exceeded the GEPA writing benchmarks, there is a notable difference between student performance on last year's GEPA and the current ninth grade students' writing performance as measured locally the the Fall assessment. One could have expected a closer relationship between the students' GEPA performance where 47.5% passed the Language Arts and the grade 9 Fall assessment. A closer connection exists between the writing on the GEPA (where 38.1% passed) and the Fall assessment of 35%.

A 14% increase was realized with regard to writing at the ninth grade level as noted in the Spring 2001 results.

Table 6 (Gr 9) Revise/Edit Task

Fall, 2000

GRADE LEVEL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WHO SCORED BELOW THE BENCHMARKS	PERCENTAGE OF STUDENTS WHO SCORED BELOW THE BENCHMARK	NUMBER OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK	PERCENTAGE OF STUDENTS WHO SCORED AT OR ABOVE THE BENCHMARK
9	1461	690	47%	771	53%
Spring, 2001					
9	1262	404	32%	858	68%

As noted in Table 6, the percentage of students who scored at or above the benchmark was statistically significant and much higher than the 2000 GEPA results. Given that the same population of students took both assessments, it seems unlikely that so dramatic an increase could have been realized. The current scores appear to be inflated and are symptomatic of teachers not knowing how to score the texts, rather than representing increased performance.

RECOMMENDATIONS/MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2001-02 school year.

- Phonological awareness instruction is essential at the pre-kindergarten and kindergarten levels.
- Synthetic phonics and analytic phonics need to be directly taught to youngsters at the kindergarten level.
- Modeled writing, shared writing, interactive writing, guided writing and independent writing workshop that utilizes conferring structures need to be implemented across all grade levels and language arts literacy classrooms
- Direct instruction to pre-kindergarten teachers, kindergarten, grade 1 and 2 teachers needs to continue to be a priority in the district. It is recommended that Language Arts Literacy Supervisors, along with Reading Recovery Teacher Leaders, in coordination with the Office of Professional Development, Office of Early Childhood, and SLT offices develop a plan for systemic in-service of all preschool and kindergarten teachers that insures content knowledge on the part of teachers and administrators as outlined in the recommendations listed above.
- Teachers and administrators in grades 2-8 need to strengthen their knowledge of cognitive guided writing instruction. The 6+1 Trait Writing Assessment and Instruction is a recommended program.
- Differentiated instruction needs to be employed so students who are working below grade level can be accelerated. Flexible grouping practices, embodied in an apprenticeship model needs to be understood and employed by all grade level teachers and administrators.
- Reciprocal teaching, silent guided reading, and literature-based studies need to be established, reinforced, or in some cases, continued across all grade levels.
- Teachers must have the materials necessary to engage students in a year long writing workshop.
- A comprehensive silent reading program needs to be employed in grades 9-12.
- Before, during and after reading and writing, strategies need to be explicitly taught in mathematics, science and social studies classes in order for students to confidently and effectively read and write mathematical, scientific, and social science texts.

SECTION II – TECHNICAL ASSISTANCE

Strategy #3: Implement a writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

ACTION PLAN

<u>ACTION STEPS</u>	<u>EVALUATION</u>	<u>PAGE IN PLAN</u>	<u>SUCCESSFUL YES NO</u>	
3.2 Develop and distribute to SLT's and schools k-12 writing products that adhere to the principles of cognitive apprenticeship and focus on the following content areas, fine and performing arts, health, mathematics, science and social studies.	Pre and post writing samples for k-10 students	28	X	

ANALYSIS AND IMPACT

The district has strengthened academic programs by completing the alignment of the curriculum to New Jersey Core Curriculum Content Standards in mathematics, health, science, visual and performing arts and social studies. In addition, the district continued to provide staff development that focused on writing and emphasized research-based strategies appropriate to each content area. Staff Development focused on how students compose a final product by specifying what experiences a teacher would need to provide via modeled, assisted and independent writing strategies. We believe that this focus on writing contributed to the district achieving its benchmark in writing on the HSPT.

School administrators and department chairpersons monitored the use of rubrics in classroom instruction and assessment. The National Urban Alliance continued its work in the high schools adjusting their strategies to align with the cognitive apprenticeship model. A greater percentage of students from the core content areas maintained writing folders with samples of work scored using the NJDOE rubrics specific to the respective content area.

Pre and post writing samples in the form of CRA's, midterm and final exams, as well as teacher made assessments provided data on student progress. Mandatory State Testing ESPA, GEPA, SPA, as well as pre and post testing dictated by Whole School Reform Models contributed to the district's decision to eliminate final exams in the elementary schools.

Mathematics

In the Fall of 2000, Criterion Referenced Assessments were administered in mathematics in grades 2,3,5,6 & 7. These mid-semester assessments are administered semi-annually and are written as diagnostic tools. The results of these assessments detail, to the teacher, precisely “why the students chose a particular wrong answer.” This process provides the teacher with a cross section of what the students know and what the students are doing mathematically to calculate an incorrect answer. Grade 8 students were given the Practice GEPA available from the NJDOE website. Open ended questions were not on the Fall tests for grades 2,3,5,6, & 7 and open ended responses for grade 8 were not included in the reported results. Consequently base-line data in writing was not available. However, in the Spring, CRA’s with open-ended items were administered in grades 2 through 7 with the exception of grade 4.

CRA: Spring 2001 Open Ended Items

CRA data were collected from forty-one (41) elementary schools. Nine schools from SLT I responded, eleven from SLT III, twelve from SLT IV, and nine from SLT V.

There were a total of twelve (12) open ended items as follows: Grade 2 contained 2 open ended items; grade 3 contained 4; grades 5, 6, and 7 each contained 2 open ended items. The accompanying charts represent the aggregate results of the schools reporting, with each chart illustrating the results on a single item.

In the New Jersey generalized scoring rubric for mathematics, scores are reported as 3, 2, 1, or 0. Score points 3 and 2 are recognized as “passing” scores. The table below gives “passing” rates for each item:

Grade	Item #	Topic	Passing %
2	17	Simple Computations with Money	74%
2	18	Add 1, 2, and 3-Digit Numbers	73%
3	19	Estimation Using Benchmarks	73%
3	20	Plotting Ordered Pairs	73%
3	21	Comparing Attributes - Terminology	61%
3	22	Displaying Data in a Bar Graph	72%
5	1	Relating Common and Decimal Fractions	46%
5	2	Adding Like and Unlike Fractions	57%
6	1	Similar Polygons	40%
6	2	Multiplying Fractions, Comparing Units of Measure	42%
7	1	Relating Volume of a Solid to Its Dimensions	35%
7	2	Percent Sales Tax	62%

The passing rate dropped dramatically between grade 3 and grade 5, implying a need for stronger emphasis on understanding and processing open-ended items in the middle grades.

The practice GEPA in the Fall proved to be a strong indicator of what specific schools would do well in the GEPA in the Spring as well as to assist schools in addressing weaknesses in preparation for the actual test.

Midterm and final exam mathematics data was referenced in strategy 2. It should be noted that results from specific schools in Foundation Math, Algebra I and Geometry appear to correlate to respective school results on the HSPT.

RECOMMENDATIONS/MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2001-02 school year.

- Open-ended items should be included on both the Fall and Spring CRA's to support the need for stronger emphasis on understanding and processing open-ended items particularly in the middle grades.
- Midterm and final exams should include data on open-ended responses scored using the NJDOE mathematics rubrics to provide baseline data since the district mean score on open-ended responses continues to fall below the state mean.

Science

Midterm exams in Science were administered in Grade 3 and Grade 6. Grade 3 studied simple machines and results indicated that approximately 64% were proficient. Data indicated that 58% of the students in Grade 6 are at proficient levels in content area of measurement. These results indicate a growth in "mechanical" usage of the modular science kits as part of the LASER initiative. However, data from pre and post assessments and classroom observations indicate that teachers are struggling with the "inquiry/constructivist approach to teaching and learning. Teachers need to orchestrate discourse, which involves moving the student from process to explicit written reflection and building explanations based on higher order thinking skills.

New midterm and final science exams were administered in the high schools in Comprehensive Science (Grade 9), General Biology (Grade 10), College Prep Biology (Grade 10), Chemistry (Grade 11/12), and Physics (Grade 11/12). The district final exams in secondary science covered material from the second semester only, consistent with the curriculum guide for each course. Each exam consisted of a multiple choice section, a Science Skills/Fire Response Section, and a Teacher Component.

Table I

Subject	Multiple Choice % Passing	Science Skills Rubric Scores %					Teacher Component Rubric Scores %					Total % Passing
		0	1	2	3	4	0	1	2	3	4	
Comp. Science	71%	16	17	30	26	11	13	13	23	29	22	71
General Biology	64%	12	17	34	30	7	8	11	19	28	33	63
CP Biology	68%	8	14	27	26	25	14	9	3	28	45	74
Chemistry	79%	20	13	26	20	22	19	7	21	23	30	78
Physics	81%	19	13	19	24	26	14	4	11	13	58	83

The data from the midterm and finals should be considered baseline data for next year and not compared to each other since the material covered was different.

RECOMMENDATIONS/MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2001-02 school year.

- Staff development for secondary math teachers on use of scoring rubrics for open-ended questions.
- Revision of exams to address critical thinking skills scored using the NJDOE rubric.
- Greater emphasis on teaching strategies for students to be able to analyze and evaluate data from many sources and apply it to problem-solving situations.
- Intensive professional development to deepen content understanding and improve inquiring strategies in K-2.
- Increase teacher support in the integration of science and literacy.
- Establish greater articulation between WSR developers, science teachers and central office to develop clear, concise strategies.
- Establish science labs in every school.

Social Studies

Midterm assessments were administered in grades 4,5,7 and 8. Final exams were not administered in grades K-8.

Midterm and final exams were administered on the secondary level in World History, United States History I and United States History II.

All assessments contained multiple choice and open-ended portions and were scored using the NJDOE rubric for social studies. A score of three or four on the open-ended portion was considered proficient.

Table I
District Final Results

SUBJECT	% PROFICIENT OR ADVANCED PROFICIENT ON OPEN-ENDED QUESTIONS
World History	37%
U.S. I	38%
U.S. II	54%

Comparisons should not be made to secondary midterm data since a score of 2 or higher was considered proficient.

Table 2
Midterm Results (Grades 4,5,7,8)

GRADE	% PASSING THE OPEN-ENDED	% PASSING
4	46%	52%
5	43%	52%
7	61%	61%
8	49%	43%

Table I and Table 2 indicate that students did poorly on the open-ended portions of the tests; however, they do provide the district with a baseline from which to develop more aggressive interventions at both the elementary and secondary levels.

RECOMMENDATIONS/MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2001-02 school year.

- Staff development on design of open-ended questions and use of rubrics.
- Revision of assessments to reflect GEPA and HSPA formats.
- Continued professional development that focuses on writing in content areas via the use of modeled, assisted, and independent writing strategies.

Health & Physical Education

Health & Physical Education teachers continued to receive staff development in the use of the NJDOE holistic writing and open-ended scoring rubrics as part of the district focus on writing. Additional training was received at school sites. High school teachers continued to be part of the NUA collaboration.

District-wide health midterm and final exams were developed, distributed and administered for the first time. Each test contained a multiple choice section and an open-ended/writing component. The writing portion of the exams scores varied by school and reflected inconsistencies in the scoring process and use of the writing rubrics.

SUBJECT	% SCORING 3 OR 4 IN THE OPEN-ENDED SECTION	
	MIDTERM	FINAL
Health I	48%	48%
Health II	52%	42%
Health III	51%	70%
Health IV	61%	45%

RECOMMENDATIONS/MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2001-02 school year.

- Development of content area reading and writing activities.
- Increased collaborations with the Office of Language Arts Literacy on experiences a teacher would need to provide via the use of modeled, assisted and independent writing strategies.
- Revision of midterms and finals following staff development and training in assessment.
- Continue to build capacity in the writing process, on-going assessment and utilization of rubrics for both instructional staff as well as students.

SECTION II. COMPLIANCE

CORRECTIVE ACTION PLANS (CAP)

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 3, 2001

CAP: ATTENDANCE

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
5.1	(1) The average daily attendance rate for each district shall average 90 percent or higher as calculated for the three years prior to the school year in which the district is evaluated.	C	These strategies are implemented each year to maintain compliance. The office of Attendance works collaboratively with schools to ensure appropriate activities and actions are completed.	<p>The District has met this indicator and has in place incentives for schools to meet or exceed this goal. The percentage for the last three years is 90.5%.</p> <p><u>Strategies to Maintain Compliance</u></p> <p>Identify certain months of the year as perfect attendance months and develop other incentive programs.</p> <p>Hire dropout prevention officers to help with student attendance and dropout rates.</p> <p>Continue to monitor absences and have attendance counselors work collaboratively with school personnel.</p> <p>Submit monthly statistical reports to the Office of Attendance to be reviewed by staff and the Attendance Improvement Committee</p> <p>Develop attendance plans with each school, review plans and modify based on monthly statistics.</p>
5.1	(2) Each school with a three-year average below 90 percent shall develop performance objectives to improve pupil attendance.	C	June 2002 Barringer's attendance rate has remained the same but every other school has improved. The district will continue to implement strategies to achieve compliance.	<p>The six comprehensive high schools, Barringer, Central, West Side, East Side, Weequahic and M.X. Shabazz, did not meet the criteria. Two special education schools, Montgomery High School and Samuel L. Berliner, as well as Harold Wilson Middle School and Boylan Early Childhood School did not meet the criteria.</p> <p><u>Strategies to Achieve Compliance</u></p> <p>Meet with the secondary school staff</p>

				<p>to develop attendance improvement programs.</p> <p>Meet quarterly with appropriate assistant superintendents and principals to review progress and modify attendance programs if necessary.</p> <p>Develop incentives and contests to raise awareness of the need for improved attendance.</p> <p>Expand the implementation of the the "Alternate Truancy Task Force" in collaboration with the municipal courts to provide a supportive program for chronic absentees, which includes parental counseling.</p> <p>Continue to implement alternative education programs in the comprehensive high schools to better meet the needs of students who are chronically absent.</p> <p>Expand the alternative programs to the middle schools to meet the needs of students,</p>
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**New Jersey Department of Education
School Register Summary for School Year 2000-2001**

School/District ADE/ADA Summary

Page 1 of 2

COUNTY: 13 – ESSEX
DISTRICT: 3570 – NEWARK CITY

SCHOOLS	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	ADA RATE
Abington Ave	854.4	796.1	93.2
Alexander St	524.4	482.6	92.0
Ann St	1125.3	1083.0	96.2
Arts High	529.4	482.9	91.2
Avon Ave	658.5	605.5	91.9
Barringer	1596.2	1318.4	82.6
Belmont Runyon	353.9	328.7	92.9
Boyland Early Childhood CT	144.5	128.9	89.2
Bragaw Ave	398.0	362.8	91.1
Branch Brook	184.1	166.6	90.4
Broadway	244.0	224.9	92.2
Bruce St	62.5	57.3	91.6
Burnett St	392.6	357.2	91.0
Camden Middle	662.0	610.3	92.2
Camden St	606.0	560.9	92.6
Central	384.0	315.3	82.1
Chancellor Ave	438.4	403.5	92.0
Chancellor Annex	220.5	205.3	93.1
Cleveland	328.7	305.1	92.8
Clinton St	240.0	221.0	92.1
Dayton St	454.4	410.3	90.3
Dr E. A. Flagg	590.3	533.0	90.3
Dr. W.H.Horton	880.1	802.4	91.2
East Side	1442.8	1164.7	80.7
Eighteenth Ave	271.5	251.0	92.4
Elliott St	697.6	645.1	92.5
Fifteenth Ave	220.5	200.9	91.1
First Ave	741.1	695.7	93.9
Fourteenth Ave	242.4	221.1	91.2
Franklin	637.1	583.4	91.6
Gateway Academy	322.8	212.0	65.7
George W Carver	982.8	910.1	92.6
Gladys H-Jones	348.9	319.8	91.6
Harold Wilson	235.7	210.8	89.4
Harriet Tubman	314.2	291.0	92.6
Hawkins St	616.9	569.6	92.3
Hawthorne Ave	415.8	381.5	91.7
John F. Kennedy	117.4	108.5	92.5
Lafayette St	751.0	709.3	94.5
Lincoln	561.7	530.7	94.5
Louise A Spencer	907.0	826.4	91.1
Luis Munoz Marin	818.9	762.0	93.1
Madison Ave	574.4	526.2	91.6
Malcolm X Shabazz	1115.7	857.6	76.9
Maple Avenue	622.2	577.9	92.9
Martin Luther King, Jr	523.0	479.8	91.7
McKinley	730.4	661.4	90.6
Miller Str	532.2	488.9	91.9
Montgomery	196.5	163.2	83.1
Morton St	353.5	320.4	90.7

**New Jersey Department of Education
School Register Summary for School Year 2000-2001**

School/District ADE/ADA Summary

Page 2 of 2

COUNTY: 13 – ESSEX
DISTRICT: 3570 – NEWARK CITY

SCHOOLS	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	ADA RATE
Mount Vernon	786.8	732.2	93.1
NJ Regional Day	129.2	118.6	91.8
Newton St	584.1	534.0	91.4
Oliver St	815.2	758.5	93.0
Peshine Ave	836.0	777.2	93.0
Quitman St	439.1	401.1	91.3
Rafael Hernandez	833.2	754.3	90.5
Ridge St	792.6	733.1	92.5
Roberto Clemente	586.8	543.6	92.6
Roseville Ave	177.8	161.6	90.9
Samuel L. Berliner	49.7	39.4	79.3
Science	538.3	493.0	91.6
So. Seventeenth St	545.9	502.7	92.1
South St	318.1	291.9	91.8
Speedway Ave	233.6	216.4	92.6
Sussex Ave	415.6	379.2	91.2
Technology	602.0	544.5	90.5
Thirteenth Ave	830.7	751.1	90.4
University High	487.1	452.9	93.0
Vailsburg Middle	775.5	706.5	91.1
Warren St	300.9	277.6	92.3
Weequahic High	884.7	726.4	82.1
West Kinney	192.1	136.7	71.2
West Side	1011.8	885.3	87.5
William Brown	421.0	376.9	89.5
Wilson Ave	871.3	824.4	94.6
District Office	41625.3	37550.1	90.2

SCHOOLS NOT MEETING 90% DAILY ATTENDANCE RATE

SCHOOL	ATTENDANCE 1998-1999	ATTENDANCE 1999-2000	ATTENDANCE 2000-2001
Barringer	82.0	82.6	82.6
Boylan	85.0	87.4	89.2
Central	80.1	81.7	82.1
East Side	82.1	78.5	80.7
Gateway Academy		62.3	65.7
Harold Wilson	88.7	89.6	89.4
Malcolm X Shabazz	77.4	72.5	76.9
Montgomery	80.6	81.8	83.1
Samuel Berliner	79.7	80.2	79.3
Weequahic	82.4	81.5	82.1
West Side	88.1	86.0	87.5
William Brn Academy			89.5

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: October 3, 2001

CAP: DROPOUTS

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
5.2	(1) The district dropout rate for pupils in grades 7 through 12 shall not exceed ten percent, as calculated for the year prior to the school year in which the district is evaluated.	C	The district continues to implement strategies to maintain compliance and improve rates	<p>This indicator was met. The dropout rate for the district during the 2002-2001 school year was 8.7%.</p> <p><u>Strategies to Maintain Compliance</u></p> <p>Continue staff development for dropout prevent officers in the middle and secondary schools.</p> <p>Dropout prevention officer will develop and maintain strategies at each school to reduce the number of dropouts. These strategies will be part of each school's plan</p> <p>Expand career academics in secondary schools to provide more meaningful programs.</p>
	(2) Each school with a dropout rate exceeding ten percent, as calculated for the year prior to evaluation, shall develop a performance objective to reduce the dropout rate, pursuant to N.J.A.C. 6:8-3.2.	N	This district continues to implement strategies to achieve compliance.	<p>This indicator has not been met by schools with students who are sixteen years of age or older.</p> <p><u>Strategies to Achieve Compliance</u></p> <p>Implement alternative programs for all middle grade students who are not succeeding in their present schools. These programs will provide small group instruction and social supports to enable students to continue their education.</p> <p>Implement a alternative program for over-aged elementary students. This program will help older students move through the curriculum and go on to high school. It will also provide appropriate opportunities for older students still in elementary school to</p>

				<p>continue their education.</p> <p>Develop performance objectives for each school with a dropout rate over 10 %. This performance objective will be part of the school implementation plan and the activities will be coordinated with the school social support team or Pupil Resource Committee.</p>
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NEWARK PUBLIC SCHOOLS 2000-2001
DROPOUT STATISTICS FOR STUDENTS SIXTEEN YRS. OF AGE
AND OLDER GRADES 7-12

SCHOOLS	7	8	9	10	11	12	Special ED.	Total Dropouts	Annual enrollment (16 yrs old & Older)	Percent of Dropouts
Arts High			0	0	0	0	0	0	309	0.00%
Barringer			10	19	17	12	0	58	1029	5.63%
Central			3	1	3	7	0	14	176	7.955
East Side			11	15	22	9	13	70	1068	6.55%
Montgomery			2	8	7	1	0	18	243	7.40%
Science			0	0	0	0	0	0	339	7.95%
Shabazz			46	30	33	20	0	129	810	6.55%
Technology			0	3	3	3	5	14	386	7.40%
University			0	0	0	0	0	0	258	0.00%
Weequahic			50	30	27	21	0	128	679	18.85%
West Kinney			17	24	9	5	0	55	197	27.91%
West Side			12	13	13	7	0	45	596	7.55%
TOTAL HIGH SCH.			151	143	134	85			6090	8.71%
Abington Ave	0	0					0	0	0	0.00%
Ann St	0	0					0	0	0	0.00%
Avon Ave	0	0					0	0	0	0.00%
Bragaw Ave	0	0					0	0	0	0.00%
Burnett St	0	0					0	0	0	0.00%
Camden Middle	0	0					0	0	0	0.00%
Chancellor Ave	0	0					0	0	0	0.00%
Dayton St	0	1					0	1	1	100.00%
Dr E. A. Flagg	0	0					0	0	0	0.00%
Dr. M. L. King	0	0					0	0	1	0.00%
Dr. W.H.Horton	0	1					0	0	1	100.00%
Fifteenth Ave	0	0					0	0	0	0.00%
First Ave	0	1					0	0	0	100.00%
George W Carver	0	0					0	0	1	0.00%
Gladys H-Jones	0	0					0	0	0	0.00%
Harold Wilson	0	0					0	0	1	0.00%
Hawkins St	0	0					0	0	0	0.00%
Hawthorne	0	0					0	0	0	0.00%
Lafayette Annex	0	0					0	0	0	0.00%
Louise A Spencer	1	1					0	0	1	0.00%
Luis Munoz Marin	0	0					0	0	0	100.00%
Madison Ave	0	0					0	0	0	0.00%
Maple Ave	0	0					0	0	0	0.00%
Miller Str	0	0					0	1	0	0.00%
Morton St	0	1					0	0	6	16.67%
MountVernon	0	0					0	0	0	0.00%
Newton St	0	0					0	0	0	0.00%
Oliver St	0	0					0	0	0	0.00%
Peshine Ave	0	0					0	0	0	0.00%
Quitman St	0	0					0	0	0	0.00%
Rafael Hernandez	0	0					0	0	8	0.00%
Ridge St	0	0					0	0	0	0.00%
South 17 th St	0	1					0	0	0	0.00%
Sussex Ave	0	0					0	0	0	0.00%
Thirteenth Ave	0	1					0	1	1	100.00%
Vailsburg Middle	0	1					0	1	5	20.00%
Warren Street	0	0					0	0	2	0.00%
William Brown	0	0					0	0	0	0.00%
Wilson Ave	0	0					0	0	3	0.00%
TOTAL ELEMEN	1	6					0	4	31	12.90%
GRAND TOTAL	1	6					18	535	6121	8.74%

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: STATE AID

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.1	(1) The district shall accurately report enrollment and other data necessary for state aid calculations by the dates specified by the Department of Education.	C		The district has been compliant in this indicator. Enrollment and other data are submitted by the dates specified.
	(2) The most recent adjusted aid data shall demonstrate that aid is at least 95 per cent accurate. Adjustments due to district errors shall be less than five percent of the total aid. The district shall meet this performance standard for a least five of seven years, including the year evaluated.	C	The district continues to implement strategies to maintain compliance and improve rate.	<p>The district is compliant in this area.</p> <p>Strategies to Maintain Compliance</p> <p>Continue to monitor the submissions of reports to ensure compliance with timelines.</p> <p>Continue to review data to ensure accuracy and make adjustments if necessary.</p>

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: OVEREXPENDITURE OF FUNDS

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.3	The district board of education shall implement adequate controls to prevent the over-expenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C. 6:20-2A. 10.	C	These strategies are implemented each year to maintain compliance	<p>The district has met this indicator. The Board Secretary's Reports are being produced monthly. This report is submitted to the district Advisory Board. Monthly submission of Board's Secretary's Reports to district Advisory Council has been scheduled. Assigned staff member has the responsibility for producing and reconciling the monthly Board Secretary's Report and coordinating it with the Treasurer's Report for monthly submission.</p> <p>Strategies to Maintain Compliance.</p> <p>Continue to produce the Treasurer's Report and transmit to appropriate offices. Monthly transmittal of the Board Secretary's Report will be scheduled and monitored.</p> <p>Designate staff member to have responsibility for producing and reconciling Board Secretary's Report and coordinating it with the Treasurer's Report.</p> <p>Schedule and monitor the transmittal of financial reports.</p>

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: OVEREXPENDITURE OF FUNDS

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.4	(1) By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-I et seq.	C		The district was compliant with this indicator. Compliance final year closeouts will be done in a timely manner to allow auditors ample opportunity to prepare annual audit by November 1 st . All transactions including regular deposits, adjustments and transfers will be completed to allow auditors to prepare annual audit report. The June 30 th Board Secretary's Report will be submitted by August 1 st of each year.
	(2) The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding evaluation.	C	These strategies are implemented each year to maintain compliance	<p>Corrective Action Plans have been developed to correct all audit recommendations.</p> <p>Strategies to Maintain Compliance</p> <p>Monitor the timely completion of transactions including regular deposits, adjustments and transfers.</p> <p>Monitor the activities identified in the Corrective Action Plans to ensure compliance with the audit recommendations</p>

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: TRANSPORTATION CONTRACTS

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.5	<p>(1) The district shall administer school transportation contracts.</p> <p>(2) All transportation contracts shall be submitted to the county superintendent for approval in accordance with N.J.S.A. I 8A:39-2 and 3 and N.J.A.C. 6:21-16.1</p>	<p>C</p> <p>C</p>	<p>These strategies are implemented each year to maintain compliance.</p>	<p>The district contracts all transportation with the Essex County Commission who is responsible for obtaining all cost reviews and approvals. The district's Office of Transportation works with the Commission to ensure the districts transportation needs are met in a timely manner. This office reviews all contracts and costs.</p> <p>All contracts are submitted to the county superintendent for approval and the Office of Transportation is responsible for transmitting contracts annually.</p> <p>Strategies to Maintain Compliance</p> <p>Review contracts annually with Office of Legal Counsel to ensure appropriateness.</p> <p>Monitor complaints and meet regularly with the Essex County Commission to ensure district needs are met.</p>

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: HEALTH AND SAFETY

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.6	Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements.	C	<p>Dependent releasing of funds and state final approvals of plans.</p> <p>These strategies are implemented each year to maintain compliance.</p>	<p>The inspection has been completed and the district has identified the health and safety issues in each school. Checklists have been developed based on the inspection. These checklists are being used to identify scope of work and bidding process.</p> <p>Strategies to Maintain Compliance</p> <p>Schedule and monitor yearly onsite inspections.</p> <p>Monitor the implementation of an on-going preventive maintenance program.</p> <p>Implement on-going training for staff on maintenance of facilities.</p>

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: OCTOBER 5, 2001

CAP: FACILITIES MASTER PLAN

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.8	<p>(1) The district board or education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C. 6:22-7.1.</p> <p>(2) The long-range facilities master plan shall be approved by the county superintendent pursuant to N.J.A.C. 6:22-7.1(b).</p> <p>(3) The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms pursuant to A.C. 6:22-6.1.</p> <p>(4) The temporary trailers shall be approved by the Office of School Facilities Financing.</p> <p>(5) A district with a school or schools on split sessions shall fail to meet the standards of this indicator.</p>	<p>C</p> <p>C</p> <p>C</p> <p>C</p> <p>N/A</p>	<p></p> <p></p> <p></p> <p></p> <p>These strategies are implemented each year to maintain compliance.</p>	<p>The District has completed their facilities master plan and timelines have been developed to review and update this plan.</p> <p>The district has submitted their facilities master plan to the county and received county approval.</p> <p>A plan is in place and work has begun to upgrade and eliminate substandard classrooms. This is an on-going plan and the state approved building program will eliminate most if not all of our substandard classrooms.</p> <p>The district has purchased and installed a number of temporary trailers and will be looking at each school to see if additional temporary trailers are needed.</p> <p>N/A</p> <p>Strategies to Maintain Compliance</p> <p>Continue the implementation of the Facilities Oversight committee.</p>

				<p>Continue the weekly meetings to review status of five-year plan.</p> <p>Continue regularly scheduled meetings with EDA and DOE to review status of Master Plan and Health Safety improvements.</p>
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CORRECTIVE ACTION PLAN

NAME OF SCHOOL Newark public Schools
 TYPE OF AUDIT Annual District Audit for 6/30/00
 DATE OF ADVISORY BOARD MEETING 7/24/01
 CONTACT PERSON Elizabeth DeMatteo
 TELEPHONE # 973-733-7284

COUNTY Essex

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
TUITION				
#1 & #2	Tuition accounts receivable will be reconciled to the general ledger and follow up on outstanding receivable will be completed.	Each month the senior accountant will ensure that all contracts are filed and receivables booked. Any outstanding receivables will be contacted to determine the reasons for non-payment. This procedure will be documented.	School Business Administrator Asst School Business Adm. Executive Controller Senior Accountant	June 30, 2001
PETTY CASH				
#1	Petty cash accounts will be closes out at year-end and reopened at new year.	Written procedure to be prepared to ensure compliance.	School Business Administrator Asst School Business Adm. Executive Controller Senior Accountant	June 30, 2001
UNCLAIMED SALARIES				
#1	Interest earned from unclaimed salaries will be transferred to the General Fund at year-end.	Written procedure to be prepared to ensure compliance.	School Business Administrator Asst School Business Adm. Executive Controller Senior Accountant	June 30, 2001
#2	A list of the salary items constituting the unclaimed salary balance shall be maintained.	Written procedure to be prepared to ensure compliance.	School Business Administrator Asst School Business Adm. Executive Controller Senior Accountant	June 30, 2001
CLAIMS				
#1	Documentation and appropriate signatures will be adhered to with respond to payment of claims.	Written procedure to be prepared to ensure compliance.	School Business Administrator Asst School Business Adm. Executive Controller Senior Accountant	June 30, 2001
TREASURER'S RECORDS				
#1	The treasurer will prepare bank reconciliation.	The treasurer Report will be generated.	Treasurer of School Monies	December 31, 2000

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
GENERAL FIXED ASSETS				
#1	Reconciliation to prior records will be performed.	Documentation will be maintained to determine adds and deletes.	School Business Administrator Asst. School Business Adm. Supervisor of Fixed Assets	June 30, 2001
#2	Construction values will be maintained by project and classification.	Documentation from the facilities department will be solicited and input as the project is completed.	School Business Administrator Asst. School Business Adm. Supervisor of Fixed Assets	June 30, 2001
#3	Federal Fixed Assets will be tracked separately.	Fixed Assets software system will maintain inputted fixed asset information on Federally funded equipment.	School Business Administrator Asst. School Business Adm. Supervisor of Fixed Assets	June 30, 2001
TITLE I				
#1	Lists of names and addresses of children attending private schools will be maintained by attendance area.	Data to be maintained within a software system.	Assoc. Superintendent for Special Programs Director of Student Services Director of Title I	June 30, 2001
IDEA				
#1	Time and effort reports will be maintained to support the allocation of salaries.	Procedure to capture this information will be established in written form.	Asst. Superintendent for Human Resources Supervisor of Benefits Supervisor of Payroll	June 30, 2001
#2	The District will maintain a level of effort in conformance with the guidelines from the previous year.	Verification on a quarterly basis that effort is maintained. Written procedures to be established.	Assoc. Superintendent for Special Programs Director of Special Education	June 30, 2001
21ST CENTURY LEARNING CENTER				
#1	Payroll will be supported by timesheets and filed properly in the payroll department.	An assessment of the filing system and method of maintaining timesheets will be performed. Written procedures will then be completed.	Assoc. Superintendent for Special Programs Director of ASYDP Executive Director of Operations Supervisor of Payroll	June 30, 2001
#2	Drawdowns will accounted for properly.	Procedures and controls will be established in written form.	Assoc. Superintendent for Special Programs Director of ASYDP Executive Controller Senior Accountant	June 30, 2001
STUDENT ACTIVITY ACCOUNTS				
#1	Periodic review of school activity accounts will identify inappropriate charges and adjustments will be made immediately	Procedures and controls will be established in written form. Working with principals and treasurers will take place.	Assoc. Superintendent for Special Programs, Director of ASYDP, Executive Controller Accountant	June 30, 2001

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
#2	The principal and treasurer will sign final treasurer's reports.	After reconciliation of June bank statement. Treasurer's report will be hand carried to obtain signatures.	Assoc. Superintendent for Special Programs, Director of ASYDP, Executive Controller, Accountant	June 30, 2001
#3	All school principals will use proper fund raising reports and cash reconciliation reports.	Procedures and controls will be established in written form. Working with principals and treasurers will take place.	Assoc. Superintendent for Special Programs Director of ASYDP Executive Controller Accountant	June 30, 2001
TRANSPORTATION				
#1	Resident students transported to non-public schools shall have a BBT on file in the transportation office.	Verification of resident non-public students to records obtained from student services.	School Business Administrator Executive Director of Operations Director of Transportation Assoc. Superintendent for Special Programs Director of Student Services	June 30, 2001
#2	Accurate student information shall be recorded on the DATA report.	Verification of data for students on roll versus students transported. Source documents will be filed for audit purposes.	School Business Administrator Executive Director of Operations Director of Transportation Assoc. Superintendent for Special Programs Director of Student Services	June 30, 2001
A.S.S.A				
#1	Accurate student information shall be recorded on the ASSA report for low-income eligibility.	Verification of lunch applications through direct certification listings and school registers. Written procedures and controls to be established.	School Business Administrator Executive Director of Operations Director of Food Services Assoc. Superintendent for Special Programs Director of Student Services	June 30, 2001
#2	Files of all private school students will be on file in the department of special education as support of the ASSA report.	Verification of the rolls of the private schools versus the contracts on file. Written procedures and controls to be established.	Assoc. Superintendent of Special Programs Director of Student Services Director of Special Education	June 30, 2001
#3	Accurate student information shall be on the ASSA for special education students.	Verification of special education students IEP services and classification.	Assoc. Superintendent of Special Programs Director of Student Services Director of Special Education	June 30, 2001

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
SUMMER PAYMENT PLAN				
#1	Earned but not disbursed funds for summer payment plans will be related in a separate bank account.	Written procedure to be prepared to ensure compliance.	School Business Administrator Asst. School Business Adm. Executive Controller Senior Accountant	June 30, 2001
PAYROLL ACCOUNT				
#1	The payroll department will establish a more efficient system of filing and maintaining timesheets.	An assessment of the filing system and method of maintaining timesheets will be performed. Written procedures will then be completed.	School Business Administrator Asst. School Business Adm. Executive Director of Operations Executive Controller Supervisor of Payroll	June 30, 2001
#2	Employee and employer share of payroll taxes will be transferred to the agency account on a timely basis	Deductions and contributions will be transferred to agency account each payroll. Written procedure will be completed.	School Business Administrator Asst. School Business Adm. Executive Director of Operations Executive Controller Supervisor of Payroll	December 31, 2000
RESERVE FOR ENCUMBRANCES				
#1	The District will review open purchase orders at least three times a year. However, it is unrealistic to automatically cancel open PO's within 90 days of the end of the fiscal year or grant office.	Open purchase order lists will be generated by location for their review three times a year. Written procedures will be completed.	School Business Administrator Asst. School Business Adm. Executive Director of Operations Director of Support Services All Administrators	June 30, 2001
#2	Cancelled PO's will automatically flow back to the original account code. However, prior year PO's were not allowed to flow back at the request of the State, and entered as an adjustment to the prior fiscal year to reduce the deficit.	The financial software system contains this feature per GAAP regulations.	School Business Administrator	Not Applicable
CLASSIFICATION OF EXPENDITURES				
#1	GAAP account coding will be consistent when reclassification entries are performed.	Verification of current code will be checked against 2R2.	School Business Administrator Asst. School Business Adm. Executive Controller	June 30, 2001

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
BUDGETARY RECORDS				
#1	Budgetary line items will not be overspent. Many of these were due to audit adjustments which occurred after the closing of the school year.	Monthly review of account codes prior to the Board Secretary Report being generated and necessary transfers input. Minimizing audit adjustments after the close.	School Business Administrator Asst. School Business Adm. Executive Controller	June 30, 2001
SUSPENSION AND DEBARMENT				
#1	The District will require certification of suspension and debarment from vendors receiving \$100,000 or more in federally funded awards.	Establishment of written procedures and controls and amended purchasing policy regarding suspensions and debarment.	School Business Administrator Executive Director of Operations Director of support Services	June 30, 2001
CONTRACTS REQUIRING BIDS				
#1	The District will make improvements over the receipt of required contracts to comply with Public School Contracts Law.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Support Services	June 30, 2001
FOOD SERVICE FUND				
#1	Lunch application eligibility will be documented, performed carefully, reviewed and any errors will be adjusted.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#2	Reimbursement vouchers will be reviewed for accuracy.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#3	Reconciliation of accounts payable will be performed.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#4	The receipt and usage of food commodities will be tracked at the school locations.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#5	Records will be maintained to track the distribution of in-eligible free lunches to students for future reimbursement.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001

RECOMMENDATION #	CORRECTIVE ACTION APPROVED BY THE BOARD	METHOD OF IMPLEMENTATION	PERSON RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
#6	Revenues will be recorded on an accrual basis and a schedule of accounts receivable will be prepared at year-end.	Procedures and controls will be established in written form.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#7	Claims for reimbursement from food service management companies will be recorded via the NJDOE guidelines.	Review of the guidelines and controls put in place to ensure compliance	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001
#8	Modifications of the daily cash receipt and real count form to prepare the weekly summaries and monthly vouchers in addition the daily sales will be tracked of food serviced.	Review of current forms to determine notification. Establish procedure to capture daily sales along with cash.	School Business Administrator Executive Director of Operations Director of Food Services	June 30, 2001

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools

County: Essex

Date of Board Adoption: (if needed) _____ Submission Date (to County Office): _____

Contact Person: Dr. Helene A. Feldman Title: Director, Office of Special Education Telephone (973)733-7064

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
1. District personnel continue to lack knowledge regarding federal and state special education regulations, even though they have received training.	A. Design an assessment survey to identify the training needs of district personnel.	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	01/01 - 02/01	Instrument
	B. MODIFY THE STAFF DEVELOPMENT PLAN BASED ON THE NEEDS ASSESSMENT FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF.	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	02/01-03/01	Staff Development Plan
	C. Structure opportunities for staff to provide “turnkey” training.	Director of Special Education Supervisors Principals	01/01 – on-going	Meeting agendas Outline of presentations Handouts
	D. Ensure staff is accountable for implementing regulatory requirements through the monitoring of flow-charts, random sampling of IEP’s, review of bi-weekly documentation and on-site observations	Associate Superintendent Director of Special Education Supervisors Principals	01/01 - 02/01	Flow-charts Supervisors summary of findings
	E. Develop a supervisor’s visitation and monitoring log to monitor school visits and document findings.	Director of Special Education Supervisors	1/01 – 02/01	Supervisor’s monitoring and visitation log Documentation of findings
	F. Utilize an in-service training evaluation form for staff to provide feedback on the effectiveness of the training.	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	01/01	Evaluation Form

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	G. Institute structured special education team visits to school to check areas of compliance.	Associate Superintendent Director of Special Education Supervisors	02/01	Summary of findings
	H. Develop an in-service follow-up form to review implementation of areas presented in staff development sessions.	Director of Special Education Supervisors	02/01	Summary of findings
2. Significant delays were noted in placing classified students, transferring into Newark, and providing them with mandated services.	A. Review code requirements and transfer processes and include in the CST manual.	Director of Special Education Supervisors Director of Student Information	1/01-2/01	Procedure CST Manual
	B. Conduct an immediate review of IEP's of special education students transferring to the district to ensure FAPE.	Supervisors Child Study Teams Principal	1/01 – on-going	Review data IEP Placement information
	C. Include transfer data on initial flowcharts for special education students with dates of entry, placements and IEP reviews.	Director of Special Education Supervisors Child Study Teams	1/01 – on-going	Flowcharts SERS Data
	D. Conduct reviews of monthly flowcharts to ensure compliance with FAPE.	Director of Special Education Supervisors	1/01 – on-going	Flowcharts with signatures of Supervisors indicating review dates.
	E. Develop a plan of staff deployment to ensure all special education transfer students are identified, placed and provided with FAPE. Plan to include procedures when the CST is not on site.	Director of Special Education Supervisors	1/01-2/01	Plan Bulletin CST Manual

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	F. Issue a bulletin to all schools outlining steps to be followed when a special needs student transfers into the district.	Director of Special Education Director of Student Information	1/01 – 2/01	Bulletin
3. Program and services must be delivered in facilities approved by the Department of Education	A. Conduct a review by SLT facilities supervisors to ensure that programs are provided in facilities that meet code and provides list to the Director of Special Education	Director of Special Education Supervisors Director of Facilities Principals	1/01 – on-going	List of rooms that do not meet code.
	B. Develop Plan with Facilities and SLT Administrators, to correct deficiencies.	Director of Facilities Director of Special Education Director of Facilities	1/01 – on-going	Waivers
4. Extended school year services have not been considered as part of the IEP.	A. Develop procedures for the CST to follow when considering extended school year programs which must be done on an individual basis.	Director of Special Education Supervisors	01/01 - 03/01	Procedures IEP's
	B. Conduct in-service with CST's to review the procedures for extended school year programs	Director of Special Education Supervisors	03/01 – 04/01	Meeting Agenda Sign-in sheets
	C. Follow up activities including record review and interview to determine effectiveness of training.	Principals Director of Special Education Supervisors	1/01 – on-going	Surveys Review Data
5. Related services are not being provided for because of staffing shortages.	A. Develop a recruiting strategy to hire the appropriate additional staff as needed.	Director of Special Education Supervisors Director of Human Resource Services	1/01 - 2/01	Recruiting Plan
	B. Conduct negotiation with the Newark Teacher's Union to hire staff after school to provide counseling and speech services when it cannot be	Director of Special Education Director of Labor Relations	9/00 - 10/00	Final Agreement Related services logs.

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	provided during the course of the regular school day.			
	C. Develop a form to log related services, which will be reviewed by supervisors monthly.	Director of Special Education Supervisors CST Members	9/00-10/00	Form Completed record reviews signed by supervisors
6. District has not been assigning substitute teachers to resource rooms whenever the assigned teachers of the handicapped are absent.	A. Develop recruitment strategies specifically to help the Office of Special Education attract and recruit qualified substitutes to the district.	Associate Superintendent Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principal	9/00 – on-going	School attendance records. Sub Finder System
	B. Visit colleges, Association Meetings to find qualified substitutes.	Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principal	9/01- on- going	Sub Finder School attendance records
	C. Issue a memorandum to principals reinforcing district position on hiring substitutes for special education teaching positions including resource room teachers	Deputy Superintendent Associate Superintendent Director of Special Education	2/01	Memorandum
7. The district has been using long-term substitutes to fill vacancies of staff on long-term disabilities or who have left the system.	A. Develop recruitment strategies specifically to help the Office of Special Education attract and recruit qualified candidates to the district.	Associate Superintendent Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principals	9/00-on-going	Recruiting Plan

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Hire a full time recruiter to assist in hiring vacancies.	Human Resources Division	9/01	New Employee
	C. Special Education Job Fair	Associate Superintendent Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principals	4/01	List of candidates and new employees.
8. Personal aides are not consistently available to students throughout the school day.	A. In-service CST's on appropriate inclusion of role of aides in IEP including specific roles and schedules	Director of Special Education Supervisors Principals CST	02/01 – on-going	Summary of IEP reviews
	B. Reassign capacity aides based on needs. Develop scheduling within school structure to provide services.	Director of Special Education Supervisors Principals CST	02/01 – on-going	Summary of findings
	C. Building level administrator will ensure that aides remain in their assignment and consistently adhere to the IEP schedule.	Assistant Superintendent Principals	2/01 - ongoing	Onsite visits by Supervisors Summary of findings
9. The district has allowed administrative barriers regarding specific programming and placement.	A. Review code requirements to administrators at principal meetings.	Assistant Superintendents Associate Superintendent Principals Director of Special Education Supervisors CST Members	2/1/01 - 4/30.01	Guidelines Agendas

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Monthly Turnaround Document	Principals Director of Special Education Supervisors CST Members Teacher	2/01 - ongoing	Summary of findings Monthly turnaround documents to verify delivery of program and related services.
	C. Report problems to Assistant Superintendents for cooperative solution with a copy to the Director of Special Education.	Principals Supervisors CST Members Teacher	2/01 – 6/01	Summary of findings Onsite visits by Supervisors
10. Principals and other staff members have made changes to IEPs.	A. Supervisors will conduct meeting with assistant superintendents to clarify the role of principals and other staff members to ensure that the services in the IEP are delivered as written	Assistant Superintendents Associate Superintendent Principals Director of Special Education Supervisors CST Members	2/1/01 - 4/30/01	Agendas Distribution list of code. Monthly turnaround documents to verify delivery of program and related services.
11. The district continues to lack sufficient staff to complete initial evaluation, annual reviews and reevaluations in the required timelines.	A. Develop recruitment strategies specifically to help the Office of Special Education attract and recruit qualified candidates to the district.	Director of Special Education Supervisors Director of Human Resource Services	9/00 - on-going	Recruiting Plan List of new employees
	B. Conduct negotiations with the Newark Teacher's Union to hire staff after school to conduct assessments when they cannot be complete during the course of the regular school day.	Director of Special Education Director of Labor Relations	9/00 - 10/00	Final Agreement Related services logs.
	C. Continue to use the Essex County Commission to help complete cases.	Director of Special Education Supervisors	9/00 - ongoing	List of test completed
12. The district lacked documentation that written notices have been provided and that teams are utilizing the correct forms.	A. Conduct record reviews to ensure that proper notices are issued and properly documented. Supervisors will provide written documentation to team not complying.	Director of Special Education Supervisors	2/01 – on-going	Documentation of reviews in student records. Supervisors schedule of reviews Documentation of teams not complying.

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Review and distribute notices again at a staff in-service.	Director of Special Education Supervisors	2/01 – 4/30/01	Agendas CST Manuals
13. The district has failed to establish a method for selecting and training surrogate parents.	A. Establish a partnership with SPAN and the Office of Adult Education to help find and train adults to become surrogate parents.	Director of Special Education Supervisor of Adult Education	2/01 – on-going	List of training dates. List of surrogate parents.
14. The district has failed to notify parents and students when they reach the age of majority that all rights will transfer to the student.	A. Produce computerized monthly reports of all students who will reach or have reached the age of fifteen and have supervisors distribute to CST's.	Director of Special Education Supervisors	2/01 – on-going	SERS List
	B. Use of State forms and Model IEP	Director of Special Education Supervisors Case Managers CST Members Transition Coordinator	2/01-3/01	Notice for age of majority CST Manual Copy of signed notice in files.
15. The district lacked documentation of speech referrals and identification meetings with the required timelines.	A. Review the speech referral processes including the referral form with building administrators, teachers and other CST members.	Director of Special Education Supervisors Speech Language Specialist	2/01 – 6/01	Agendas Referral Forms CST Manual SLS Logs Student records
	B. Require the maintenance of flowcharts by SLS.	Director of Special Education Supervisors Speech Language Specialist	2/01-ongoing	Flowcharts
	C. Review of Records by Supervisor	Director of Special Education Supervisor	2/01 – on-going	Flowcharts Student records
16. The district will ensure that students suspected of language disability will be referred to the child study team.	A. Conduct in-service training with SLS to review process for referring students to the CST.	Director of Special Education Supervisors Speech Language Specialist	2/01 – 4/01	Agendas Code review CST Manual SLS Logs of referrals Record review and interview to

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
				determine effectiveness of the training.
	B. Supervisor(s) will review records for accuracy and appropriateness.	Director of Special Education Supervisors Speech Language Specialist	2/01 – 4/01	Agendas Code review CST Manual SLS Logs of referrals Record review and interview to determine effectiveness of the training.
17. CST members do not maintain accessible documentation of audiometric and vision screening.	A. Direct CST members to obtain audiometric and vision screening documentation from the school nurse and maintain in student file.	Director of Special Education Supervisors Case Manager	9/00 - ongoing	Memorandum Student's file Record review and interview to determine effectiveness of the training.
	B. Supervisor(s) will review records for accuracy and appropriateness	Director of Special Education Supervisors Case Manager	9/00 - ongoing	Memorandum Student's file Record review and interview to determine effectiveness of the training.
18. The district Speech/Language Specialists have not been conducting all required components of functional assessment of academic performance.	A. Provide in-service to all SLS on the required components of their evaluations.	Director of Special Education Supervisors SLS	2/01 - 4/01	Distribution of Technical Document to all Speech/Language Specialists Agendas Sign-In Sheet Record review and

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
				interview to determine effectiveness of the training.
	B. Review SLS assessments bi-monthly and document compliance issues.	Director of Special Education Supervisors	2/01 – on-going	Supervisors visitation logs
19. The district will ensure that preschoolers with disabilities are assessed in all areas of suspected disabilities.	A. Meet with preschool teams and staff from Office of Early Childhood to establish procedures to ensure a comprehensive evaluation.	Director of Special Education Director of Early Childhood Supervisors	2/01 – 3/01	Agendas Sign-In Sheet Distribution of Technical Document
	B. Include procedures in CST manual.	Director of Special Education Supervisors	3/01 – 6/01	CST Manual
20. All assessments conducted by the CST's and SLS have not been dated or signed.	A. Direct CST and SLS personnel to date and sign all assessments as mandated by code. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST	2/01 – 3/01	Memorandum Review of assessments Supervisor's monitoring and visitation log. Record review and interview to determine effectiveness of the training.
21. Child study team members have not included functional assessment of academic performance and where appropriate behavior assessments.	A. Provide in-service to all CST members on the requirements of N.J.A.C. 6A:14-3.4(d)2 and provide a copy of this code requirement. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST	2/01 – 4/01	Agenda Copy of Code Requirement Record review and interview to determine effectiveness of the training.

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
22. Speech-language specialist reports were not always maintained in student files.	A. Direct SLS and CST's to ensure the inclusion of SLS reports in student's files. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST SLS	2/01 – 5/01	Memorandum List of what to include in student file CST Manual Record review and interview to determine effectiveness of the training.
23. The district has not conducted all reevaluations in the required timelines or when conditions warrant or if a teacher or a parent requests the reevaluation.	A. Maintain SERS files and print monthly reports for CST's on which students require a reevaluation.	Director of Special Education Supervisors CST	2/01 – 4/01	SERS List Reevaluation Flow Charts
	B. Document in the re-evaluation flowchart: the date Notification of Conference letter was sent, the date of re-evaluation planning meeting and the date of parental consent was obtained. Supervisors will monitor on a monthly basis to ensure compliance.	Associate Superintendent Director of Special Education	2/01 – 3/01	Memorandum Reevaluation flowchart Record review and interview to determine effectiveness of the training.
	C. A turnaround document will be generated listing all current year evaluations and distributed to case managers.	Director of Special Education Supervisors	2/01 – 3/01	Flow Charts Turnaround Documents

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	D. The district will continue to request funding for additional CST/SLS members from NJ Department of Education	Associate Superintendent Director of Special Education	On-going	Budget Request
	E. The district will continue to redeploy staff to maximize utilization of CST teams	Director of Special Education Supervisors	On-going	CST assignments Flowcharts
24. District will develop an improvement plan that will ensure that reevaluation planning meeting occurs and at this meeting the IEP team reviews existing data and determines the need for any additional assessment. Results of the reevaluation planning meeting will be documented in the student's record.	In an inservice meeting, the Child Study Team members will be directed to document on a Reevaluation Determination form the Nature and Scope of the reevaluation, as per the Procedures Manual.	Director of Special Education Supervisors Case Manager	ON-GOING	Flowcharts Record review and interview to determine effectiveness of the training.
	B. Supervisors will review student records to ensure that the Reevaluation Determination Form is documented and is part of the student's record.	DIRECTOR OF SPECIAL EDUCATION SUPERVISORS	On-going	STUDENT RECORD
25. District will develop and improvement plan that will ensure that the district consistently document that notice of a meeting and written notice is provided to parents and adult students.	A. In an inservice meeting , the Child Study Team members will be directed to maintain copies of Notice of Meeting and Written Notice that were provided to parents and adult students in the student's case folder, as per Procedures Manual.	Director of Special Education Supervisors Case Manager	On-going	Student Record
	B. Supervisors will review student records to ensure compliance	Director of Special Education Supervisors Case Manager	On-going	Student Record

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
26. District will develop an improvement plan that will ensure that consent for reevaluation will be obtained or that documentation demonstrates that sufficient attempts were made to obtain consent.	A. The district has developed the appropriate forms to obtain consent from the parent or adult student if assessments are required. Case manager will document via letters and log of telephone contacts all attempts to obtain consent.	Director of Special Education Supervisors Case Manager	On-going	Student Record
	B. Supervisors will review student records to ensure compliance and that documentation is in the student's record.	Director of Special Education Supervisors	On-going	Student Record
27. District did not ensure that a regular education teacher consistently participates in the meeting to determine a student's eligibility for special education and related services.	A. Case manager provides written notice that the Regular education teacher, who is knowledgeable about the student, must attend the eligibility meeting.	Director of Special Principal Education Supervisors Case Manager	On-going	Memorandum Code citation Student Record
	B. Building administrator must provide coverage for General Education teachers to attend eligibility meeting.	Deputy Superintendent Assistant Superintendents Associate Superintendent	2/01 - 4/01	IEP
28. The district has not adopted a specific procedure that utilizes a statistical formula and criteria for determining severe discrepancy.	A. Utilizes the statistical formula provided by the state to determine severe discrepancy.	CST	2/01 – 5/01	Procedures CST Manual Agenda
29. The CST's have not been identifying the appropriate eligibility category in accordance with N.J.A.C. 6A:14-3.5	A. Direct CST's to use revised eligibility categories. Supervisors will provide written documentation to teams not complying based on their oversight activities.	Director of Special Education Supervisors CST	2/01 – 5/01	Memorandum Supervisor's visitation and monitoring log IEP SERS Data

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
30. Parents do not consistently receive copies of evaluation reports conducted by CST members and other specialist.	A. Issue memo to CST's and building principals delineating the requirement to provide parents with copies of the evaluation reports before eligibility meetings. Supervisors will provide written documentation to teams not complying based on their oversight activity	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 6/01	Memorandum Code Citation Agenda Supervisor's visitation and monitoring log
31. The district's IEP/Forms. Adopting state FORMS has not been fully utilized.	A. Issue memo stating all old IEPs and notice forms must be handed into supervisors for destruction. Supervisors will provide written documentation to teams not complying.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum Supervisor's visitation and monitoring log.
	B. Issue memo with attachment of revised IEP and notice forms to all CST members, Assistant Superintendents and principals.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum CST Manual
	C. Instruct supervisors and principals when evaluating CST members to review sample IEPs to ensure that revised IEP and notice forms is being utilized.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – on-going	Revised CST evaluation form Agenda Memorandum
32. Signatures of participants at meeting have been obtained prior to the meeting or when participation did not occur	A. Issue a memo to all CST, assistant superintendents and principals reiterating the mandated signature requirement. Supervisors will provide written documentation to teams not complying based on their oversight activities.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum Supervisor's visitation and monitoring log Supervisors evaluations of CST Student files. Record review and interview to determine effectiveness of the training.

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
33. Parents are not always afforded the opportunity to attend and participate in all meetings where program and placement decisions are made.	A. Review of code requirements and District's procedures for parental notification in documenting three attempts requesting parental participation prior to scheduled meetings will be addressed at CST in-service and at SLT meetings with principals.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 5/01	Copy of code Agenda Supervisor's review of student files.
34. The District will ensure that IEP's are reviewed at least annually	A. Turn around documents will be generated listing all the students Annual Review dates	Director of Special Supervisors CST	10/01 – 6/01	Turn around Documents Flow charts
	B. Supervisor(s) will review records for accuracy and appropriateness	Director of Special Supervisors CST	10/01 – 6/01	Turn around Documents Flow charts
35. IEP's must always contain appropriate considerations and required statements.	A. Review with all CST members the required items needed to complete the State's IEP so that all appropriate considerations and required statements are included. Supervisors will provide written documentation to teams not complying after review of records.	Director of Special Education Principal Supervisors CST	10/01 – 4/01	Agenda Supervisor's review of student files.
	B. Develop sample completed IEP for teams.	Director of Special Education Principal Supervisors CST	10/01 – 4/01	Sample IEP CST Manuals
	C. Have teams bring in samples of their latest IEP's for review by supervisors and other CST members	Director of Special Education Principal Supervisors CST	2/01 – 4/01	IEP's with comments.

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
36. IEP implementation does not always happen in a timely manner.	A. Implement a centrally based placement system.	Deputy Superintendents Associate Superintendent Director of Special Education Supervisors CST	9/00 – on-going	SERS System Placement Data
	B. Assistant Superintendents will monitor compliance with centrally based placement officer.	Deputy Assistant Superintendent	2/01 – on-going	SERS System Placement Data
37. The CST members have not consistently provided newly developed IEP's in a timely manner.	A. Include in student files a distribution list that includes the names dates of who received IEP's and the date of distribution.	Assistant Superintendents Associate Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Sample distribution list
	B. Monitor classroom IEP's during school visits.	Director of Special Education Supervisors	2/01 – 3/01	Supervisor's visitation and monitoring log
38. The CST's have not consistently supported the reasons for removing a student from the general education program even with the services of supplemental aids and services.	A. Provide in-service activity that reviews appropriate completion of IEP's including the justification for students to remain in general program with appropriate supports and services.	Director of Special Education Principal Supervisors CST	2/01 – 3/01	Agenda Summary of periodic monitoring of IEP's.
	B. Review with CST's a listing of possible supplemental aids and services that could be provided.	Director of Special Education Principal Supervisors CST	2/01 – 3/01	Sample listing
	C. Review of recently completed IEP's for code compliance and suggestions by CST members and supervisors.	Director of Special Education Supervisors CST	2/01 – 6/01	IEPs Supervisors and CST members comments
39. The district has not consistently attended the preschool transition planning conference.	A. Supervisor and preschool CST will maintain a log of the planning conferences indicating the CST member to attend.	Director of Special Education Supervisors CST	2/01 – on-going	Logs

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Supervisors will review the logs to ensure that at least one team member will attend the planning conference.	Director of Special Education Supervisors CST	10/01 - ongoing	Logs Flowcharts
40. The district has not always included the Statement of Transition Services Needs and utilized the consultative services of DVR.	A. Conducted in-service with CST to review requirements needed in "Statement of Transition Services Needed".	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	Agenda IEPs
	B. DVR will participate in transition meetings to plan for appropriate services for special education student services.	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	Meeting notes DVR suggestions
	C. Provide services of DVR	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	List of activities conducted.
41. IEP's have not consistently met the requirements for the statement of needed transition services is based on students' preference and interests.	A. Through the use of the Student's IEP and the standardized interest inventory will provide opportunities for CST's to work with DVR Transition Counselor in the school to develop appropriate linkages.	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	2/01 – 6/01	Code requirements CST manual Agenda
42. CST's have not always been notified when a classified student is suspended.	A. Review the code with assistant superintendents and building principals.	Associate Superintendent Director of Special Education Supervisors CST	2/01 – 4/01	Copy of law Agenda
	B. Develop a process with Office of Security to receive monthly list of suspended students to verify code compliance.	Associate Superintendent Director of Special Education Director of Security Supervisors	2/01 – 4/01	List of suspended students
	C. Develop procedure and form letter for principals to notify CST of a special education student's suspension.	Director of Special Education Principal Supervisors, CST	2/01 – 4/01	Sample Letter Student Files

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
43. CST members have not always conducted a manifestation meeting at required times with proper written notices in the student files.	A. Review procedures with CST at monthly meetings. Monitor implementation through review of documentation.	Director of Special Education Principal Supervisors	2/01 – 4/01	Agenda Notice of Meeting
	B. Review procedures with principals at monthly assistant superintendent meetings.	Director of Special Education Supervisors	2/01 – 6/01	Agenda
	C. Conduct a review of suspended classified student files for copy of notice. Supervisor will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors	2/01 – on-going	Student files Supervisors visitation and monitoring logs Principal letter of suspension
44. Functional Behavioral Assessments and Behavioral Intervention Plans have not been conducted when needed by CST.	A. Review requirement of Functional Behavioral Assessments and Behavioral Intervention Plans with CST's.	Director of Special Education Principal Supervisors CST	01/01 – 4/01	Copy of code requirement Agenda CST Manual Review files
	B. Provide in-service to review the elements necessary the appropriate completion of a Functional Behavioral Assessment or Behavioral Intervention Plan	Director of Special Education Principal Supervisors CST	01/01 – 4/01	Sample FBA and BIP Agenda CST Manual Record review and interview to determine effectiveness of training.
	C. Provide opportunities for teams to write and critique Functional Behavioral Assessments or Behavioral Intervention Plans	Director of Special Education Principal Supervisors CST	2/01 – 4/01	Sample critiques
	D. Supervisor(s) will review records for accuracy and appropriateness	Director of Special Education Principal Supervisors CST	2/01 – 4/01	Simple critiques
45. Classified students have not always participated in statewide assessments.	A. Issue district policy statement on statewide testing according to N.J.A.C. 6A:14-4.11	Associate Superintendent Director of Special Education Legal Counsel	12/00	Policy Statement

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Monitor inclusion of students in testing program.	Director of Special Education Supervisors	2/01 – on-going	Supervisor's monitoring and visitation logs
	C. Review possible modifications with CST's that can be used with classified students	Director of Special Education Principal Supervisors CST Office of Research, Testing and Evaluation	9/00 – on-going	Sample list of accommodations
	D. Review list of students and accommodations to be provided to test coordinators.	Director of Special Education Principal Supervisors CST Office of Research, Testing and Evaluation School Test Coordinator	9/00 – on-going	List of students Reviews of testing monitoring
46. CST members have not always included graduation requirements in IEPs.	A. Review requirements of IEP's. Supervisors will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors CST	2/01 – on-going	Agenda Code requirement Sample IEP Supervisor's monitoring and visitation logs
47. Class size and age ranges according to N.J.A.C 6A: 14 have not always been followed.	A. Review requirements of N.J.A.C 6A:14 with a turnaround document for compliance. Child Study Team Members will notify Director when size and age range of a class are out of compliance. Director will ensure compliance.	Director of Special Education Principal Supervisors	2/01 – on-going	SERS class lists. Supervisor's monitoring and visitation logs.
48. District has not maintained records of parties who access records of students identified as eligible for speech-language services.	A. The District has developed log sheets for tracking parties who access records of students identified as eligible for speech-language services. Supervisors will monitor compliance by spot checking student records.	Director of Special Education Principal Supervisors CST	2/01 – on-going	Log sheets Student files Supervisor's monitoring and visitation logs
49. District does not maintain a tracking system as where additional student records are located.	A. Maintain a check off list of files and their locations.	Director of Special Education Supervisors CST	01/01 – on-going	Log sheet

I. UNMET MONITORING INDICATOR

Home Instruction

II. Expected Annual Progress

The district will ensure accurate maintenance of records and the appropriate delivery of services.

III. Action Plan

Area of Non-Compliance	Activity	Responsible Persons	Timelines	Documentation
1. Inaccurate records of sick leave for teachers and monthly instructional time for students.	1.1 Revise home instruction forms to reflect all appropriate areas. (Attachment #1)	Angela Caruso Jerry Bruno Ann Wilson	August 99	Revised forms
	1.2 Meet with home instructors to review all new forms and establish procedures.	Angela Caruso Jerry Bruno Ann Wilson	September 99	Sign-in sheet Agenda Handouts
	1.3 Require accurate use of daily sign-in and sign-out register at Gateway Academy to record teacher's daily attendance	Ann Wilson Vincent Mays Home Instructors	September 99	Sign-in register
	1.4 Distribute and mandate use of revised weekly schedule for each teacher, requiring daily parent/guardian signature indicating time frame of instruction and content covered per session.(Attachment #1)	Ann Wilson Home Instructors	September 99 – On-going	Weekly schedule
	1.5 Require instructors to follow district procedures for reporting of absence and to call immediately to report absence or non-access to students.	Home Instructors	Nov. 1 – On-going	Log of phone calls
	1.6 Require completion of daily lesson plans for each student indicating content areas taught. Plans are to be reviewed by the Supervisor of HI or Special Programs Administrator	Home Instructor Ann Wilson Vincent Mays	September 99- On-going	Daily Lesson Plan Planner
	1.7 Home instructors will adhere to district payroll documentation for attendance. District Attendance Improvement Plan (AIP) will be maintained. Records and backup documentation will be maintained in the Office of Home Instruction at Gateway Academy.	Ann Wilson Vincent Mays	September 99- On-going	Sign-in Registers Payroll Reports AIP Documentation
	1.8 Complete Final Summary Report for HI students, indicating dates, time span of instruction, total hours and grades.	Home Instructors Ann Wilson	September 99 – On-Going	Summary Reports
2A. Some students were not receiving the required number of hours of instructions.	2A.1 Require schedules to reflect number of hours for each student.	Home Instructors Ann Wilson	September 99 – On-Going	Weekly Schedules
	2A.2 Mandate use of Final Summary Report indicating dates, time span of instruction, total hours and grades.	Home Instructors Ann Wilson	September 99 – On-Going	Summary Report
	2A.3 Distribute and mandate use of revised weekly schedule for each teacher, requiring daily parent/guardian signature indicating time frame of instruction and content covered per session.(Attachment #1)	Ann Wilson Home Instructors	September 99 – On-going	Weekly schedule

Area of Non-Compliance	Activity	Responsible Persons	Timelines	Documentation
	2A.4 Review all forms monthly to ensure compliance and maintenance of appropriate documentation.	Ann Wilson	September 99 – On-going	Reviewed signed documentation.
2B. Some teachers were not certified in teaching areas assigned.	2B.1 Recruit substitutes and after school teachers to supplement as needed.	Ann Wilson Angela Caruso Jerry Bruno Lynn Antonacci	October 99- On-Going	Job Announcement Listing of Substitutes
	2B.2 Use Essex County Educational Commission (ECC) teachers to provide home instructors for difficult to find certifications.	Ann Wilson	September 99- On-Going	Listing of teachers used from ECC
3A. Supporting documentation for student records were not retained in student files	3A.1 Require monthly review and on-going maintenance of all supporting documentation for students. Record will be house at the Home Instruction Office at Gateway Academy	Ann Wilson Home Instructors Secretary	September 99- On-Going	Student files
3B. Medical certificates not approved by district's doctor.	3B.1 Medical form has been revised to require signature of school physician and mandated sixty day review date. (Attachment # 2)	Ann Wilson Terry Garcia Ernest DiFazio, MD	September 99 – On-Going	Medical Form
3B. Medical certificates not approved by district's doctor.	3B.1 Medical form has been revised to require signature of school physician and mandated sixty day review date. (Attachment # 2)	Ann Wilson Terry Garcia Ernest DiFazio, MD	September 99 – On-Going	Medical Form
3C Student transfer form 29 missing from student files.	3C.1 State of NJ has mandated that students are no longer to be transferred out of their schools and enrolled in a home instruction register. Students are to remain on home school registers and marked with a 7, for the duration of home instruction, as per Bulletin 14 issued Oct. 1999. (Attachment # 3)	Ann Wilson School Secretaries School Principals	September 1999 – On-Going	Registers. Bulletin 14
4. Assistant Superintendents are not signing Superintendent Suspensions.	4.1 Clarify districts procedures for Superintendent's Suspension. (Attachment # 4)	Marion Bolden Assistant Superintendent s	September 1999 – On-Going	Signed documentation.
5. Vendor invoices for HIP students at out-of-Newark facilities were not signed and approved.	5.1 Director of Special Education or designee will sign and approve vendor invoices in a timely manner.	Director of Special Education or Designee	Oct. 1999- On-going	Signed Invoices

IV. Interim Report

The records will be monitored quarterly to verify accuracy.

I. UNMET MONITORING INDICATOR

Special Education

II. Expected Annual Progress

The district shall comply with mandated timelines for referrals and evaluations.

III. Action Plan

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
1. The means by which parents, teachers, or other authorized personnel may directly refer a student to the child study team	Develop and distribute a memorandum to all assistant superintendents, principals, and CST members delineating the direct referral process and documentation of initial referrals.	Superintendent Associate Superintendent for Special Programs	2/99	Memorandum
	Develop procedures for Direct Referrals and Non-Public Referrals.	Director of Special Education Procedures Committee	3/99	Procedures
	Coordinate and monitor committee progress to ensure completion of Special Education Procedural Manual	Director of Special Education	3/99-6/99	Schedule and Minutes of meetings Manual
	Complete Special Education Procedural Manual	Director of Special Education Procedures Committee	3/99-6/99	Manual
	Convene a Procedures Committee to meet annually to review and update manual as needed	Director of Special Education	On-going	Schedule Agendas Revised manual
	Provide staff development to principals and vice-principals to review referral process, Special Education Code, compliance with timelines, and role of CST.	DOE Director of Special Education	3/99-6/99	Training packet Agendas Attendance Sheets
	Prepare CST for turnkey training.	DOE Director of Special Education	3/99-6/99	Training packet Agendas Attendance Sheets
	Provide on-going professional development for CST's regarding procedures and compliance with new Code.	Director of Special Education Assistant Directors/Supervisors DOE	On-going	Schedule of meetings Agendas Attendance Sheets
	Provide staff development for all instructional and administrative staff at schools explaining referral procedures and new Code.	Assistant Superintendent Assistant Directors/Supervisors CST	4/99-6/99	Schedule of meetings Agendas Attendance Sheets Evaluation Forms
	Designate one CST member at each school to maintain all information regarding direct referral and non-public procedures	Assistant Superintendent Principal	4/99	List of designated contact people

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
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Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
	Convene Special Education Advisory Committee and Special Education Parent Advisory Committee to review procedures and program implementation and make recommendations	Associate Superintendent Director of Special Education	On-going	Schedules Agendas
2. The means by which school personnel may appropriately identify those students who require a direct referral to the child study team.	Convene committee to revise criteria to assist classroom teachers in identifying students for direct referral.	Director of Special Education Criteria Committee	3/99-5/99	Criteria and guidelines
	Provide staff development to instructional staff to explain referral process and code.	Principal CST's	4/99-6/99	Training packet Schedules Agendas Attendance Sheets
3. The means by which assistance committee members document the effects of assistance committee interventions and determine, in a timely manner, when a student requires referral to the CST	Distribute revised PRC/504 guidelines to all principals and CST members.	Associate Superintendent for Special Programs Special Assistant for Special Programs	5/99	Memorandum Revised Guidelines
	Provide staff development on PRC/504 guidelines for principals.	Associate Superintendent for Special Programs Special Assistant for Special Programs	5/99	Agendas Attendance Sheets
	Provide staff development for all instructional staff and CST members at each school on PRC/504 and documentation to AS.	Assistant Superintendent Principals	6/99	Schedules Agendas Attendance Sheets
	Submit PRC/504 logs to Assistant Superintendents	Principals PRC Chairperson	Monthly On-going	Monthly PRC Logs
	Review PRC/504 documentation to ensure adherence to guidelines	Assistant Superintendent Principals	Monthly On-going	Monthly PRC Logs
	Review PRC/504 SLT documentation quarterly to ensure compliance	Assistant Superintendent Associate Superintendent	Quarterly	Monthly PRC Logs

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
4. The means by which the district will utilize district personnel to comply with evaluation timelines, including: (a) how child study team members are assigned to schools to enable them to comply with evaluation timelines; (b) how CST members are redeployed to address the changing evaluation staffing needs throughout the district; (c) how productivity levels of CST members are consistently and routinely reviewed and supervised.	Restructure Office of Special Education so program monitoring and data collection will occur at SLT level.	Deputy Superintendent Assistant Superintendent Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education administrator at SLT II, III, and V four days a week and one day in Office of Special Education for Phase I of Restructuring Plan	Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education clerical staff at SLT II, III, and V to perform clerical duties, maintain data and placement.	Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education administrator at SLT I, and IV four days a week and one day in Office of Special Education for Phase II of Restructuring Plan	Associate Superintendent for Special Programs Director of Special Education	9/99	Organizational Charts
	Place Special Education Reporting System (SERS) on wide area network to allow data collection from SLT	Executive Director of Information Services	3/99	Data entry forms and SERS data
	Develop a request for proposal to obtain services of commission/jointures to address the backlog of unresolved cases.	Associate Superintendent for Special Programs	3/99	RFP
	Redeploy the CST staff at each SLT to ensure the presence of a full team one-day per week to conduct identification meetings.	Associate Superintendent for Special Programs Director of Special Education	3/99	Personnel Schedules
	Require documentation on progress of initial referrals through use of Initial Flow Charts.	Assistant Superintendent Principal CST	On-going	Bi-weekly flow charts monthly signed by principal and CST member

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
	Require bi-weekly meetings between principals and CST members to review status of cases and plan for interventions to ensure compliance.	Assistant Superintendent Principal CST case manager	On-going	Status Reports
	Require documentation of all annual reviews and reevaluations to ensure compliance with Code.	Assistant Superintendents Assistant Directors/ Supervisors CST members	Monthly	Bi-weekly flow charts Identification and status of outstanding cases initially identified.
	Establish a “floater” team to provide assistance to SLTs.	Director of Special Education	4/99	Personnel recommendation

SECTION III

**WHOLE SCHOOL REFORM
PROGRESS REPORT**

CHALLENGES AND ISSUES TO IMPLEMENTATION OF WHOLE SCHOOL REFORM

Newark Public Schools continues to work within the Whole School Reform process and all of our schools have now chosen a Whole School Reform model or have an approved alternate model. All cohort I, II, IIa and III have begun implementation of their models.

Schools considered cohort IIIa were given assistance in preparing their incentive grant applications. All schools except IIIa were given assistance with preparing their WSR. Implementation plans and budgets, both by the district and with assistance from PIRC-N. However, the untimely approval of these incentive grants made it extremely difficult for schools to use these funds in the most appropriate and expeditious ways.

While the PIRC-N SRI staff were involved in assisting teams in Cohorts I, II and IJI to prepare their plans and budgets the range of expertise among them made the process cumbersome with more revisions needed than necessary because of conflicting information from different SRI members. The face-to-face meetings with the PIRC-N staff before the final approvals of the budgets added greatly to an improved understanding of the budget process and allowable and non-allowable items. However, not all schools had the benefit of these meetings and, therefore, did not gain additional skill that would benefit them as they move to complete next year's budgets.

There was also a lack of presence of the SRI staff from December through the rest of the school year at the school sites, specifically at SMT meetings. This contributed to the sense that the expected support for WSR implementation was not available.

Despite considerable effort towards implementing the WSR process, there are other barriers to this implementation. Time continues to be a factor that deters efficient implementation. The district began the year without a NTU contract in place. Days that were subsequently allocated for staff development for WSR models, therefore, were not identified until after the contract's ratification in December, 2000. Earlier staff development days had been earmarked to address the District's Education plan focused on literacy, math and science Core Curriculum Content Standards which is the heart of the reform effort. In addition, the principals' 10 month contract last year shortened the planning time at the beginning of the school year that could have made the process smoother.

The time between the DOE's presentation of the plan and budget materials to the district in late September and the submission of the materials to the DOE by December 1 did not allow sufficient time for all of the steps outlined in the regulations. Monthly meetings of SMTs on such tight timelines, basically late September through November, made the presentation of work in progress as well as full presentation and review after the superintendent's review almost impossible for most schools to manage. Inexperienced

Teams, which were most of the teams, were hard pressed to complete a review the superintendent's comments before submitting their plans to the DOE by December 1.

The consequence of squeezing all of this work into such a tight timetable also made it difficult for principals to adequately handle both the preparation of these materials and the adequate instructional leadership needed within their schools, particularly at this crucial time of year.

As the district moves to implement models, gaps in the alignment of models to what is needed to implement the CCCS become apparent. For example, Talent Development High School's freshmen literacy and math components are not currently aligned to the level of instruction needed for high school students to be prepared for the HSPA. In addition, models continue to lack adequate provisions for special populations of students making the whole school reform not comprehensive enough for many of the schools using a model

TWO YEAR TREND IN ESPA BY WHOLE SCHOOL REFORM MODELS

SCHOOL NAME	SLT	MODEL	COHORT	LANG 2000	SCORE 2001	MATH 2000	SCORE 2001	SCIENCE 2000	SCORE 2001
HAWKINS	1	Accelerated	3	X	38.1	23.7	19.3	54.6	42.0
LAFAYETTE	1	Accelerated	2	X	80.8	65.2	71.3	75.0	86.3
OLIVER	1	Accelerated	2A	X	79.3	74.1	84.9	96.3	80.7
WILSON AVE	1	Accelerated	2	X	64.6	60.8	55.1	80.8	71.3
BRAGAW	3	Accelerated	3	X	36.2	9.3	8.7	43.5	27.7
BRANCH BROOK	4	Accelerated	2A	X	94.4	100.0	66.7	93.8	77.8
BROADWAY	4	Accelerated	3	X	44.4	19.5	30.6	50.0	36.1
FIRST AVE	4	Accelerated	2A	X	77.6	60.3	83.8	71.2	67.6
FRANKLIN	4	Accelerated	2A	X	45.7	26.0	13.2	46.4	35.9
HORTON	4	Accelerated	2A	X	58.7	27.1	23.0	52.7	54.7
McKINLEY	4	Accelerated	2A	X	51.0	35.7	26.5	66.7	63.3
RIDGE ST	4	Accelerated	2A	X	78.4	47.9	48.7	72.8	75.7
ROSEVILLE AVE	4	Accelerated	2A	X	48.1	6.3	33.3	33.3	51.8
ALEXANDER	5	Accelerated	3	X	39.0	15.3	32.0	39.1	54.0
MT VERNON	5	Accelerated	2A	X	81.2	46.1	49.5	71.3	80.2
SO. 17 TH ST	5	Accelerated	2A	X	85.7	30.6	41.8	59.3	75.0
BURNET ST	1	America's Choice	3	X	33.3	26.7	16.7	36.7	40.0
RAFAEL HERN.	4	America's Choice	3	X	48.9	12.2	28.9	32.5	48.9
MARTIN L KING	1	CFL	2	X	26.3	25.9	6.8	63.8	28.8
CAMDEN ST	5	CFL	2A	X	57.9	53.2	37.9	64.6	70.2
FIFTEENTH AVE	5	CFL	2	X	11.8	8.3	5.9	39.1	32.4
FOURTEENTH AV	5	CFL	2A	X	56.0	73.1	56.0	73.1	80.0
ABINGTON	4	Coalition	3	X	100.0	100.0	100.0	100.0	100.0
E ALMA FLAGG	4	Coalition	3	X	54.7	22.5	39.6	37.5	51.8
ANN ST	1	Comer	3	X	84.4	77.1	68.1	94.5	92.8
QUITMAN	1	Comer	2A	X	54.2	12.9	20.5	37.1	42.9
SOUTH STREET	1	Comer	2A	X	85.4	39.3	24.4	78.6	80.5
CHANCELLOR	3	Comer	3	X	41.9	19.2	22.2	50.0	43.8
HAR. TUBMAN	5	Comer	3	X	66.0	65.9	41.2	90.9	76.5
LINCOLN	5	Comer	2	X	42.2	26.0	32.6	54.6	53.0
13 TH AVE	5	Comer	3	X	31.9	18.4	13.5	42.3	25.7
CLEVELAND	1	SFA	2A	X	23.8	25.0	2.5	42.2	50.0
18 TH AVE	1	SFA	2A	X	27.3	55.0	18.2	71.8	52.9
NEWTON ST	1	SFA	3	X	50.7	12.3	29.4	42.2	61.4
WARREN ST	1	SFA	2	X	33.3	8.1	5.1	47.4	28.2
AVON AVE	3	SFA	2	X	18.2	8.8	8.3	28.0	18.1
BELMONT-RUNY	3	SFA	2	X	22.5	20.2	17.6	39.1	36.2
DAYTON ST	3	SFA	2	X	34.9	23.7	13.6	50.0	47.7
G W CARVER	3	SFA	3	X	45.5	12.1	15.2	34.7	46.7
HAWTHORNE	3	SFA	3	X	30.6	11.8	3.2	29.5	31.2
L A SPENCER	3	SFA	2	X	41.6	32.2	23.3	44.2	38.4
MADISON AVE	3	SFA	2	X	59.5	53.5	52.0	85.2	71.6
MAPLE AVE	3	SFA	3	X	51.5	21.7	13.4	52.9	55.9
MILLER ST	3	SFA	2	X	22.4	14.9	12.0	35.4	41.2
PESHINE	3	SFA	2	X	44.3	22.1	24.7	49.4	51.3
ELLIOTT ST	4	SFA	2	X	49.2	30.2	24.4	72.7	50.0
ROBERTO CLEM	4	SFA	2A	X	76.2	38.9	52.4	60.0	73.8
SUSSEX AVE	4	SFA	3	X	26.7	9.1	13.3	28.3	37.5
SPEEDWAY	5	SFA	2	X	47.4	17.6	21.1	45.6	43.9

Revised: 8/31/01

CHART III
ANNUAL PERFORMANCE REPORT
WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

DISTRICT: NEWARK
DATE: JUNE, 2001

	SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL	STATUS & BARRIERS
1.	Abington Ave	E	K-8	III	CES	Implementing
2.	Alexander St	E	1-5	III	Accelerated	Implementing
3.	Ann St	E	K-8	III	Comer	Implementing
4.	Arts High	S	9-12	III-A	Alternative Design	Implementing
5.	Avon Ave	E	K-8	II	SFA	Implementing
6.	Barringer High	S	9-12	III-A	SFA	Implementing
7.	Belmont Runyon	E	PreK-5	II	Accelerated	Implementing
8.	Boylan St	E	K – 1	I	Accelerated	Implementing
9.	Bragaw Ave	E	K – 8	III	Accelerated	Implementing
10.	Branch Brook	E	K – 5	IIA	MicroSociety	Implementing
11.	Broadway Elem	E	K – 4	III	America's Choice	Implementing
12.	Bruce St	E	Sp. Ed.	II A	CFL	Implementing
13.	Burnett St	E	K-8	III	CO'NECT	Implementing
14.	Camden St	E	K-4	II A	TDHS	Implementing
15.	Camden Middle	M	5-8	III-A	Comer	Implementing
16.	Central High	S	9-12	II A	Comer	Implementing
17.	Chancellor Ave	E	3-8	III	SFA	Implementing
18.	Chancellor Annex	E	K-2	III	CES	Implementing
19.	Cleveland	E	K-5	II A	CFL	Implementing
20.	Clinton Ave	E	K-2	II	Accelerated	Implementing
21.	Dayton St	E	K-8	II	SFA	Implementing
22.	Dr. E A Flagg	E	K-8	III	CES	Implementing
23.	Dr. Martin L King	E	K-8	II	CFL	Implementing
24.	Dr. W H Horton	E	K-8	II A	Accelerated	Implementing
25.	East Side High	S	9-12	II A	Coalition	Implementing
26.	Eighteenth Ave	E	K-5	II A	SFA	Implementing
27.	Elliott Ave	E	K-4	II	SFA	Implementing
28.	Fifteenth Ave	E	K-5	II	CFL	Implementing
29.	First Ave	E	K-8	II A	Accelerated	Implementing
30.	Fourteenth Ave	E	K-4	II A	CFL	Implementing
31.	Franklin	E	K-4	II A	Accelerated	Implementing
32.	Gateway Academy	Alt.	8-12	III-A	CES	Implementing
33.	George W Carver	E	K-8	III	SFA	Implementing
34.	Gladys H Jones	M	7-8	II	Accelerated	Implementing
35.	Harold Wilson	M	6-8	III-A	America's Choice	Implementing
36.	Harriet Tubman	E	K-6	III	Comer	Implementing
37.	Hawkins St	E	K-8	III	Accelerated	Implementing
38.	Hawthorne	E	K-8	III	SFA	Implementing

* E = Elementary M = Middle S = Secondary

CHART III
ANNUAL PERFORMANCE REPORT
WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

DISTRICT: NEWARK
DATE: JUNE, 2001

	SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL	STATUS & BARRIERS
39.	John F. Kennedy	E	Sp. Ed.	II A	Comer	Implementing
40.	Lafayette St/Annex	E	K – 8	II	Accelerated	Implementing
41.	Lincoln	E	K – 5	II	Comer	Implementing
42.	Louise A Spencer	E	PreK – 8	II	SFA	Implementing
43.	Luis Munoz Marin	M	5 – 8	II	CFL	Implementing
44.	Madison Ave	E	K – 5	II	SFA	Implementing
45.	Malcolm X Shabazz	S	9 – 12	II	Talent Develop HS	Implementing
46.	Maple Ave/Annex	E	K – 8	III	SFA	Implementing
47.	Mckinley	E	PreK – 6	II A	Accelerated	Implementing
48.	Miller St	E	K – 8	II	SFA	Implementing
49.	Montgomery	S	Sp Ed	II A	CFL	Implementing
50.	Morton St	M	5 – 8	III A	America's Choice	Implementing
51.	Mount Vernon	E	PreK – 5	II A	Accelerated	Implementing
52.	NJ Regional Day	N/A	-	-	-	
53.	Newark Evening	N/A	-	-	-	
54.	Newton St	E	K – 8	III	SFA	Implementing
55.	Oliver St	E	PreK – 8	II A	Accelerated	Implementing
56.	Peshine Ave	E	K – 8	II	SFA	Implementing
57.	Quitman St	E	PreK – 4	II A	Comer	Implementing
58.	Rafael Hernandez	E	K – 8	III	America's Choice	Implementing
59.	Ridge St	E	K – 8	II A	Accelerated	Implementing
60.	Roberto Clemente	E	K – 4	II A	SFA	Implementing
61.	Roseville Ave	E	K – 4	II A	Accelerated	Implementing
62.	Samuel Berlinger	E	Sp Ed	II A	Comer	Implementing
63.	Science High	S	9 – 12	III A	Alternative Design	Implementing
64.	South 17 th St	E	PreK – 8	II A	Accelerated	Implementing
65.	South St	E	K – 5	II A	Comer	Implementing
66.	Speedway Ave	E	K – 4	II	SFA	Implementing
67.	Sussex Ave	E	PreK – 8	III	SFA	Implementing
68.	Technology	S	9 – 12	III A	CO'NECT	Implementing
69.	Thirteenth Ave	E	Prek – 8	III	Comer	Implementing
70.	University High	S	7 – 12	III A	America's Choice	Implementing
71.	Vailsburg Middle	M	6 – 8	III A	America's Choice	Implementing
72.	Warren St	E	PreK – 8	II	SFA	Implementing
73.	Weequahic High	S	9 – 12	III A	TDHS	Implementing
74.	West Kinney Alternative	S	9 – 12	III A		Implementing
75.	West Side High	S	9 – 12	III A	TDHS	Implementing
76.	William Brown	M	6 – 8	II	SFA	Implementing
77.	Wilson Ave	E	PreK - 8	II	Accelerated	Implementing

* E = Elementary M = Middle S = Secondary

TWO YEAR TREND IN GEPA BY WHOLE SCHOOL REFORM MODELS

SCHOOL NAME	SLT	MODEL	COHORT	LANG 2000	SCORE 2001	MATH 2000	SCORE 2001	SCIENCE 2000	SCORE 2001
ABINGTON	4	Coalition	4	74.0	95.5	37.2	92.8	45.1	91.3
UNIVERSITY	2	America's Choice	5	85.1	94.1	47.9	80.4	53.3	60.8
ANN ST	1	Comer	4	94.2	88.9	67.3	62.9	76.9	86.4
LAFAYETTE	1	Accelerated	2	86.1	82.2	47.7	58.9	63.1	67.8
OLIVER	1	Accelerated	3	81.3	74.8	42.9	37.4	61.1	53.3
WILSON AVE	1	Accelerated	2	74.7	68.8	44.8	53.1	59.8	61.0
HAWKINS	1	Accelerated	4	50.0	60.4	12.5	29.2	17.1	31.3
RIDGE ST	4	Accelerated	3	45.8	59.5	21.7	37.3	27.1	36.0
MARIN, LUIS	4	CFL	2	40.4	56.7	18.2	48.8	27.3	32.8
HAROLD WILSON	1	America's Choice	5	32.1	53.3	5.6	14.6	7.5	35.4
BRAGAW	3	Accelerated	4	35.5	51.3	3.2	15.4	0.0	12.9
MAPLE AVE	3	SFA	2	54.0	50.0	22.0	8.1	28.0	22.4
FIRST AVE	4	Accelerated	3	67.9	50.0	25.9	35.5	41.3	40.8
MARTIN L K	1	CFL	2	34.1	47.5	12.2	17.0	12.2	22.0
DAYTON ST	3	SFA	2	55.6	47.4	12.2	15.8	28.6	26.3
PESHINE	3	SFA	2	46.9	47.1	23.4	51.5	23.8	41.2
THIRTEENTH AV	5	Comer	3	40.9	45.9	25.0	27.0	15.9	21.1
HORTON.	4	America's Choice	3	44.0	45.5	13.3	35.5	26.6	28.9
BURNET ST	1	America's Choice	4	43.5	44.2	8.3	16.7	7.7	20.9
WARREN ST	1	SFA	2	43.5	42.9	13.0	14.3	26.1	23.8
VAILSBURG	5	America's Choice	5	27.6	42.1	11.1	13.6	21.1	23.3
CHANCELLOR	3	Comer	4	42.0	42.0	7.8	28.0	24.5	35.3
HAWTHORNE	3	SFA	4	44.2	41.9	15.9	23.3	16.3	14.0
CAMDEN MID	5	Co'nect	5	43.6	41.4	12.9	12.8	23.8	25.0
SUSSEX AVE	4	SFA	4	38.7	33.3	2.9	2.3	11.8	9.3
SO 17 TH ST	5	Accelerated	3	16.3	32.4	4.7	39.5	2.3	28.9
E ALMA FLAGG	4	Coalition	4	30.4	30.8	10.7	7.7	12.5	23.1
MILLER ST	3	SFA	5	32.4	30.3	5.3	6.3	13.5	12.5
MORTON ST	1	America's Choice	5	43.6	29.7	16.3	17.6	14.3	17.6
L A SPENCER	3	SFA	2	25.3	28.9	14.0	7.1	11.0	10.7
NEWTON ST	1	SFA	4	48.5	27.7	20.0	23.4	31.4	23.4
HERNANDEZ	4	America's Choice	4	25.7	23.8	9.9	7.6	20.7	19.2
G W CARVER	3	SFA	4	30.6	20.5	7.1	8.0	8.4	14.8
AVON AVE	3	SFA	2	12.3	20.3	1.5	2.9	12.3	5.8
BROWN ACAD	3	SFA	2	27.9	12.5	11.5	3.2	14.7	10.4

Revised: 8/31/01

A TWO YEAR TREND IN HSPT BY WHOLE SCHOOL REFORM MODELS

		1999 – 2000			2000 – 2001		
SCHOOLS	MODEL	READING	MATH	WRITING	READING	MATH	WRITING
EAST SIDE	CES *	60.4%	65.8%	68.7%	65.4%	67%	77.3%
CENTRAL	TDHS **	34.7%	39.8%	35.4%	50.0%	35.7%	33.3%
SHABAZZ	TDHS **	43.8%	39.7%	47.4%	34.8%	29.2%	67.8%

* COALITION OF ESSENTIAL SCHOOLS

** TALENT DEVELOPMENT HIGH SCHOOL

ACCOUNTABILITY PLAN

The Newark Public Schools' Accountability Plan was developed to affirm that staff can and must demonstrate high levels of performance to meet the district's standards. At this point the Accountability Plan has addressed those steps that are related to the collection and analysis of data. As described in the Accountability Plan, the district has developed yearly benchmarks and established four-year targets. The data collected has been used to identify student progress and to reassess goals and targets.

Interim assessments of student progress were conducted via criterion-referenced tests and, midterms. Based on the analysis, interventions were provided through the School Leadership Team Office (SLT) and the Department of Teaching and Learning. The analysis of this data and the intervention strategies are provided as part of this annual report.

Other non-test data related activities that could impact on student achievement have been reviewed by schools and SLTs. The district is mindful of the need to use multiple measures and not just rely on student test scores (Oakes, J. 1986 Lessons from Experience: Learning from Policy Implementation). Subcommittees were set-up to develop rubrics for schools, principals, teachers, parents and SLTs. The rubrics were reviewed by the entire committee and it was determined that they needed refinement. To that end, additional research into the appropriate development of rubrics is being conducted. At this point, the district is in the process of redesigning the rubrics.

During the 01-02 school year, the Accountability Committee will ensure that the targets are set, and appropriate rubrics are developed and implemented as per the action steps identified in the Accountability Plan.

SCHOOL PERFORMANCE RUBRIC

BENCHMARK GRADES

EXEMPLARY	SUCCESSFUL	IMPROVING	DECLINING	AT-RISK
Exceeds state-defined student performance indicators which include specific performance levels on annual assessments in all tested areas administered at grade 11 by 5% or by 15% for grades 4 and 8. Has a daily attendance rate of 93% rate or better and a dropout rate below 7%.	Meets state-defined student performance and behavior indicators which include specific performance levels on annual assessments in all tested areas administered at grades 4, 8 and 11. Has a daily attendance rate of at least 90% and a dropout rate at 10% or less.	Improves 8% over baseline data but fails to meet state-defined student performance and behavior levels at grades 4, 8 and 11. Has a daily attendance rate of at least 90% or improves at least 1% over baseline data and a dropout rate at 10% or decreases by at least 1% over baseline data.	Fails to achieve 8% over baseline or falls below baseline data on state-defined student performance and behavior levels at grades 4, 8 and 11. Fails to achieve 90% attendance rate and does not improve at least 1% over baseline and has a dropout rate exceeding 10% and does not improve over baseline by at least 1%.	Falls more than 5 points below baseline data on state-defined student performance and behavior levels at grades 4, 8 and 11. Fails to achieve 90% daily attendance rate and falls below baseline data and has a dropout rate exceeding 10% and does not improve by at least .5% over baseline data.

REWARDS AND INTERVENTIONS				
Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Resources targeted for assistance to schools.	Resources targeted to support intervention.

SCHOOL PERFORMANCE RUBRIC

ALL GRADES

EXEMPLARY	SUCCESSFUL	IMPROVING	DECLINING	AT-RISK
Exceeds by 2% district defined proficiency level targets on standardized and state tests, in literacy and math administered in all grades and demonstrates appreciable growth in other identified performance areas.	Meets district defined proficiency level targets on standardized state tests in literacy and math administered in all grades and meets district defined targets in other identified performance areas.		Fails to improve over baseline data on district proficiency level targets on at least 50% of the indicators but does not fall below baseline data in more than 10% of the indicators and fails to improve over baseline data on district targets in other identified performance areas.	Fails to improve over baseline data on district proficiency level targets on at least 80% of the indicators or falls below baseline data on more than 10% of the indicators and fails to improve over baseline data on district targets in other identified performance areas.

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REWARDS AND INTERVENTIONS				
Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Resources targeted for assistance to schools.	Resources targeted to support intervention.

The District School Performance Rubric will measure progress that can be used as the basis for meaningful school improvements. The targets given to schools are realistic and measurable and will allow schools to develop strategies that focus on the school's priorities and are indicators of movement and progress.

For the 2001-02 school year, state test data will be used for grades 4, 8 and 11. The SPA will be used for grades 3, 5, 6, 7, 9, and 10.

Accountability will also be based on the 9th grade dropout rate for secondary schools, enrollment in higher level classes, and improved performance on higher level tests. The district will collect baseline data on the chronic absenteeism for both teachers and students, which will be used as an objective in subsequent years.

2000-2001 Annual Report
Accountability Action Plan

Action	Status
1. Establish four year district goals with benchmarks from aggregate data to establish targets for success of the district.	Completed See School Benchmark section
2. Establish four year targets for individual schools with yearly benchmarks	Completed See School Benchmarks section
3. Develop or revise the following rubrics to be consistent with the Education Plan- schools, principals, teachers, parents, SLTs	Rubrics for schools and principals are in place- Rubrics for other role groups are in progress
4. Determine or refine process for collecting data that is needed to make a determination of placement within the rubrics.	Completed Monthly Data Foundation reports used by schools to report progress
5. Identify schools that will receive interventions.	Completed Selection for differentiated supervision and support
6. Determine the type of interventions or rewards that will be provided.	Completed Interventions include demonstration classrooms, school level staff development plans, more focused supervisory support and assistance by SLT and Central office content specialists-
7. Establish a set aside amount of money to support the rewards and interventions resulting from the assessments.	Completed Budget includes awards- on hold pending approval of budget
8. Introduce the Accountability Plan to schools and administrative offices.	Completed
9. Develop rubrics for administrative offices, both instructional and non-instructional.	In progress Superintendent's Executive Staff retreat launched this effort – timeline for completion for all offices- instructional and non-instructional Dec. 2001
10. Determine or refine the process for collecting data that is needed to make a determination of placement within the rubrics.	In progress Monthly Data Foundation Report and district assessment data in use to facilitate process of collecting data

11. Review data to define the extent to which progress has been made toward the accomplishment of rubric indicators and provide assistance.	In progress
12. Collect end-of-year performance data for schools and offices.	Completed for schools In progress for offices
13. Use performance assessment data to determine need for intervention in poorly performing schools and offices/departments.	In progress for schools Developing procedure for offices
14. Use performance assessments, measured against rubrics to determine rewards.	In Progress
15. Provide reward to schools, principals, parents and teachers.	Rewards provided to schools for the 1999-2000 school year; In progress for accomplishments for 2000-2001 school year
16. Intercede in failing schools, offices, and departments and/or make recommendations for reconstitution where necessary.	In progress- <ul style="list-style-type: none"> ➤ Offices re-structured ➤ Re-assignment of selected administrators ➤ Re-focus of district staff on mission and goals of district to more closely align work with needs of schools ➤ Accountability Rubrics for all instructional and non-instructional offices ➤ Differentiated supervision for schools

Questions

1. What, if any, performance incentives are used to determine rewards and what, if any, money is set aside for rewards?

Performance incentives are awarded to schools based on categories of performance. Standard operating procedure is to announce schools that demonstrate increases at the annual Superintendent's Convocation and Superintendent's Conference with Principals. Performance awards will be awarded pending budget approval.

2. What information has been collected and used to refine rubrics, or to determine the success or failure of the accountability plan generally?

Research on rubrics from other districts throughout the nation was collected to develop and refine the rubrics. Based on that research, it was determined that more work and education on use of rubrics needed to occur. The superintendent devoted the agenda of the executive retreat to the topic of Accountability. A plan for training and development of instructional and non-instructional staff is in place.

3. Were any schools identified as meeting the successful or exemplary categories relative to the performance rubrics outlined in the 2000-2001 Strategic Plan?

ESPA RESULTS – LANGUAGE ARTS LITERACY

EXEMPLARY- ESPA- -	SUCCESSFUL	IMPROVING
Abington (100%)	Ann Street	Burnet
Mt Vernon- (37.9% - 81.2%)	Carver	Cleveland –
	Horton	Eighteenth-
	Lafayette	Hawkins
	Madison	M L King
	Newton	Oliver
	Quitman	Warren –
	Ridge	Wilson –
	South 17 th Street	Avon –
	South Street	Belmont Runyon –
	L. A. Spencer	Bragaw
	Elliott	Chancellor
	First Ave –	Dayton
	E. A. Flagg –	G. W. Carver
	Franklin	Hawthorne-
	McKinley	Maple Ave. –
	Hernandez-	Miller Street –
	Alexander Street	Peshine
	Camden Street	Broadway –
		R. Clemente –
	Lincoln	Roseville –
	Speedway	Sussex –
	Thirteenth	Fifteenth
		Fourteenth

ESPA- MATHEMATICS

EXEMPLARY -	SUCCESSFUL	IMPROVING
Abington - (100%)	First Avenue	Lafayette
	Oliver	Newton
		Quitman
		Peshine
		Broadway
		E.A. Flagg
		Hernandez
		Clemente
		Roseville
		Alexander
		South 17 th Street

ESPA - SCIENCE

Abington	South 17 th Street	Newton
	Cleveland	Alexander
	Lafayette	Mt. Vernon
		E.A. Flagg
		Hernandez
		Clemente
		Roseville
		Sussex

GEPA- LANGUAGE ARTS LITERACY

EXEMPLARY –	SUCCESSFUL	IMPROVING
	Hawkins	Avon
	M.L. King	Bragaw
	University	Ridge
	Abington	South 17 th Street
	Marin	Vailsburg

GEPA- MATHEMATICS

EXEMPLARY -	SUCCESSFUL	IMPROVING
University	Horton	Burnet
Abington	Marin	Hawkins
	South 17 th Street	Lafayette
		Wilson
		Bragaw
		Chancellor
		Peshine
		First
		Ridge

GEPA – SCIENCE

Peshine	Ann Street	Wilson
Abington	Burnet	
	Hawkins	
	King	
	Lafayette	
	University	
	Bragaw	
	Chancellor	
	E.A.Flagg	
	Ridge	
	South 17 th Street	

HSPT-

EXEMPLARY-	SUCCESSFUL	IMPROVING
<u>language arts/literacy</u>		
		Central
<u>MATHEMATICS</u>		
	none	none
<u>WRITING</u>		
Arts – 100%	East Side (75% - 77%)	Shabazz
Science – 100%		Technology
		West Kinney
		West Side

4. Were rewards or incentives implemented accordingly? I f so, please provide examples.

Yes, rewards were implemented for the 1999-2000 school year. Recognition has been given to schools for the 2000-2001 school year. Rewards have not been distributed pending approval of the budget.

SECTION IV

SCHOOL LEVEL BENCHMARKS

Appendix A

BENCHMARKS

SCHOOL-BY-SCHOOL

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT I		TEST PERFORMANCE – GRADE 4 – LANGUAGE ARTS					
		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	T o t a l N *	N u m b e r	P e r c e n t	N u m b e r	P e r c e n t	N u m b e r	P e r c e n t
ANN STREET	96	81	84.4	84	87.5	86	89.6
BURNET STREET	30	10	33.3	13	43.3	16	53.3
CLEVELAND	42	10	23.8	16	38.1	21	50.0
EIGHTEENTH	33	9	27.3	12	36.4	15	45.5
HAWKINS	63	24	38.1	30	47.6	36	57.1
KING	57	15	26.3	20	35.1	25	43.9
LAFAYETTE	73	59	80.8	61	83.6	63	86.3
NEWTON	69	35	50.7	38	55.1	41	59.4
OLIVER	53	42	79.3	44	83.0	46	86.8
QUITMAN	83	45	54.2	48	57.8	51	61.4
SOUTH STREET	41	35	85.4	36	87.8	37	90.2
WARREN	39	13	33.3	19	48.7	22	56.4
WILSON AVE.	79	51	64.6	62	78.5	68	86.1
SLT TOTALS**	758	429	56.6	483	63.7	527	69.5

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I		TEST PERFORMANCE – GRADE 4 – MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
ANN STREET	109	63	65.0	84	77.1	66	68.1	81	83.5	82	84.5
BURNET STREET	30	4	11.4	8	26.7	5	16.7	19	54.3	20	57.1
CLEVELAND	44	7	14.0	11	25.0	1	2.5	25	50.0	27	54.0
EIGHTEENTH	40	11	32.4	22	55.0	6	18.2	24	70.6	26	76.5
HAWKINS	55	12	22.2	13	23.7	12	19.3	30	54.5	32	58.2
KING	58	5	11.9	15	25.9	4	6.8	25	58.1	27	62.8
LAFAYETTE	72	30	50.0	47	65.2	52	71.3	48	80.0	50	83.3
NEWTON	57	8	14.9	7	12.3	20	29.4	27	50.0	31	57.4
OLIVER	54	34	73.9	40	74.1	45	84.9	40	87.0	41	89.1
QUITMAN	101	14	21.6	13	12.9	17	20.5	47	36.2	53	40.8
SOUTH STREET	28	16	48.5	11	39.3	10	24.4	27	78.0	28	80.0
WARREN	37	5	20.0	3	08.1	2	5.1	17	68.0	18	72.0
WILSON AVE.	74	47	81.1	45	60.8	44	55.1	52	89.7	53	91.4
SLT TOTALS**	759	280	38.8	319	42.1	284	37.5	462	60.9	488	64.3

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I		TEST PERFORMANCE – GRADE 4– SCIENCE									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t
ANN STREET	109	80	82.5	103	94.5	90	92.8	94	97.0	97	100.0
BURNET STREET	30	11	31.5	11	36.7	12	40.0	22	62.9	25	71.4
CLEVELAND	45	13	26.0	19	42.2	21	50.0	28	56.0	33	66.0
EIGHTEENTH	39	17	50.0	28	71.8	18	52.9	26	78.0	27	80.0
HAWKINS	55	30	54.5	30	54.6	27	42.9	38	70.4	40	74.1
KING	58	21	50.0	37	63.8	17	28.8	31	71.0	32	75.0
LAFAYETTE	72	40	66.6	54	75.0	63	86.3	64	88.8	64	88.8
NEWTON	57	27	51.0	24	42.2	43	61.4	37	69.8	39	73.6
OLIVER	54	41	89.2	52	96.3	49	90.7	45	98.0	45	99.0
QUITMAN	97	32	50.0	36	37.1	36	42.9	78	60.0	86	66.2
SOUTH STREET	28	24	70.6	22	78.6	33	80.5	29	85.3	30	88.0
WARREN	38	11	40.7	18	47.4	11	28.2	17	65.4	18	69.2
WILSON AVE.	73	53	91.4	59	80.8	57	71.3	54	93.1	55	95.0
SLT TOTALS**	755	421	53.6	493	65.3	477	62.9	563	74.6	591	78.2

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT III		TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS					
		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent
AVON AVENUE	88	16	18.2	24	27.3	32	36.4
BELMONT RUNYON	71	16	22.5	23	32.4	29	40.8
BRAGAW AVENUE	47	17	36.2	20	42.6	23	48.9
CHANCELLOR AVENUE	62	26	41.9	30	48.4	34	54.8
DAYTON STREET	43	15	34.9	18	41.9	21	48.8
G. W. CARVER	123	56	45.5	63	51.2	69	56.1
HAWTHORNE AVENUE	62	19	30.6	24	38.7	28	45.2
L. A. SPENCER	101	42	41.6	49	48.5	55	54.5
MADISON AVENUE	79	47	59.5	50	63.3	52	65.8
MAPLE AVENUE	68	35	51.5	38	55.9	40	58.8
MILLER STREET	49	11	22.4	16	32.7	21	42.9
PESHINE AVENUE	79	35	44.3	40	50.6	45	57.0
SLT TOTALS**	872	335	38.4	395	45.3	449	51.5

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III		TEST PERFORMANCE – GRADE 4– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t
AVON AVENUE	80	10	15.9	7	08.8	7	8.3	30	47.6	34	54.0
BELMONT RUNYON	69	9	22.0	14	20.2	13	17.6	26	63.4	28	68.3
BRAGAW AVENUE	43	8	17.4	4	9.3	4	8.7	24	52.2	25	54.3
CHANCELLOR AVENUE	78	12	19.3	15	19.2	14	22.2	34	54.8	37	59.7
DAYTON STREET	38	6	14.6	9	23.7	6	13.6	24	58.5	26	63.4
G. W. CARVER	124	28	21.4	15	12.1	19	15.2	67	51.1	74	56.5
HAWTHORNE AVENUE	51	5	14.3	6	11.8	2	3.2	19	54.3	20	57.1
L. A. SPENCER	118	25	18.8	38	32.2	24	23.3	59	44.0	69	51.5
MADISON AVENUE	86	21	19.6	46	53.5	40	52.0	64	60.0	70	65.0
MAPLE AVENUE	69	13	18.6	15	21.7	9	13.4	35	50.0	38	54.3
MILLER STREET	47	4	08.0	7	14.9	6	12.0	25	50.0	28	56.0
PESHINE AVENUE	77	29	30.2	17	22.1	20	24.7	55	57.3	64	66.7
SLT TOTALS**	880	176	18.6	193	21.9	164	18.7	462	52.7	513	58.3

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III		TEST PERFORMANCE – GRADE 4– SCIENCE									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AVON AVENUE	82	24	37.5	23	28.0	16	18.1	42	65.6	47	73.4
BELMONT RUNYON	69	17	41.5	27	39.1	26	36.2	27	65.9	29	70.7
BRAGAW AVENUE	46	23	50.0	20	43.5	13	27.7	31	67.4	33	71.7
CHANCELLOR AVENUE	78	34	50.8	39	50.0	28	43.8	44	66.7	46	69.7
DAYTON STREET	38	25	60.9	19	50.0	21	47.7	31	75.6	32	78.0
G. W. CARVER	124	62	47.3	43	34.7	57	46.7	85	64.9	90	68.7
HAWTHORNE AVENUE	51	21	58.3	15	29.5	20	31.2	26	74.3	27	77.1
L. A. SPENCER	120	54	39.2	53	44.2	40	38.4	80	57.6	85	61.2
MADISON AVENUE	88	37	34.6	75	85.2	58	71.6	93	87.0	94	88.0
MAPLE AVENUE	70	38	54.3	37	52.9	38	55.9	49	70.0	51	72.9
MILLER STREET	48	21	39.6	17	35.4	21	41.2	30	56.6	36	67.9
PESHINE AVENUE	77	53	55.3	38	49.4	41	51.3	70	72.9	72	75.0
SLT TOTALS**	891	435	45.3	406	45.5	379	42.8	608	68.2	642	72.1

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT IV		TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS					
		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent
ABINGTON AVENUE	53	53	100.0	53	100	53	100
BRANCH BROOK	18	17	94.4	17	94.4	17	94.4
BROADWAY	36	16	44.4	19	52.8	22	61.1
ELLIOTT STREET	124	61	49.2	69	55.6	73	58.9
FIRST AVENUE	67	52	77.6	54	80.6	55	82.1
E. ALMA FLAGG	53	29	54.7	31	58.5	33	62.3
FRANKLIN	92	42	45.7	48	52.2	53	57.6
WILLIAM HORTON	63	37	58.7	40	63.5	42	66.7
MCKINLEY	49	25	51.0	27	55.1	29	59.2
RAFAEL HERNANDEZ	45	22	48.9	25	55.6	27	60.0
RIDGE STREET	74	58	78.4	60	81.1	61	82.4
ROBERTO CLEMENTE	84	64	76.2	66	78.6	68	81.0
ROSEVILLE AVENUE	27	13	48.1	16	59.3	18	66.7
SUSSEX AVENUE	30	8	26.7	12	40.0	15	50.0
SLT TOTALS**	815	497	61.0	537	65.9	566	69.4

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV		TEST PERFORMANCE – GRADE 4– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	To tal N*	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t
ABINGTON AVENUE	68	43	76.8	68	100	53	100.0	68	100	68	100
BRANCH BROOK	16	9	53.0	16	100	12	66.7	16	100	16	100
BROADWAY	46	5	12.5	9	19.5	11	30.6	20	50.0	25	62.5
ELLIOTT STREET	109	26	28.6	33	30.2	30	24.4	48	52.7	55	60.4
FIRST AVENUE	73	56	69.2	44	60.3	57	83.8	62	85.0	63	86.4
E. ALMA FLAGG	40	5	11.9	9	22.5	21	39.6	24	57.1	25	60.0
BENJAMIN FRANKLIN	96	9	09.7	25	26.0	12	13.2	48	51.6	50	53.8
WILLIAM HORTON	74	6	07.9	20	27.1	15	23.8	36	47.4	44	57.9
MCKINLEY	42	7	15.9	15	35.7	13	26.5	22	50.0	27	61.4
RAFAEL HERNANDEZ	41	6	12.0	5	12.2	13	28.9	26	52.0	27	54.0
RIDGE STREET	92	30	34.1	44	47.9	36	48.7	57	64.8	65	74.2
ROBERTO CLEMENTE	95	57	67.9	37	38.9	44	52.4	67	79.8	71	84.5
ROSEVILLE AVENUE	32	9	34.6	2	06.3	9	33.3	18	69.2	19	73.0
SUSSEX AVENUE	44	4	09.1	4	09.1	4	13.3	26	59.1	28	63.6
SLT TOTALS**	868	272	32.7	331	38.1	330	40.6	538	62.0	583	67.2

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV		TEST PERFORMANCE – GRADE 4– SCIENCE									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
ABINGTON AVENUE	68	56	91.8	68	100	53	100.0	68	100	68	100
BRANCH BROOK	16	13	76.4	15	93.8	14	77.8	16	97.8	17	100
BROADWAY	46	8	19.5	23	50.0	13	36.1	26	63.4	30	73.2
ELLIOTT STREET	110	58	63.0	80	72.7	62	50.0	69	75.8	72	79.1
FIRST AVENUE	73	59	72.0	52	71.2	46	67.6	68	84.0	70	86.4
E. ALMA FLAGG	40	18	41.9	15	37.5	28	51.8	26	60.5	28	65.1
BENJAMIN FRANKLIN	97	42	45.2	44	46.4	33	35.9	55	59.1	60	64.5
WILLIAM HORTON	74	35	46.1	39	52.7	35	54.7	45	59.2	48	63.2
MCKINLEY	42	21	47.7	28	66.7	31	63.3	32	72.0	33	74.0
RAFAEL HERNANDEZ	40	25	49.0	13	32.5	22	48.9	32	62.7	34	66.7
RIDGE STREET	92	62	69.7	67	72.8	56	75.7	67	76.1	69	78.4
ROBERTO CLEMENTE	95	61	72.6	57	60.0	62	73.8	67	79.8	69	82.1
ROSEVILLE AVENUE	33	17	65.3	11	33.3	14	51.8	20	76.9	21	80.8
SUSSEX AVENUE	46	24	54.5	13	28.3	12	37.5	30	68.2	32	72.7
SLT TOTALS**	872	499	59.8	526	60.3	481	58.6	621	71.2	650	74.5

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT V		TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS					
		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	To tal N*	Num ber	Per cen t	Nu mb er	Per cen t	Nu mb er	Per cen t
ALEXANDER STREET	100	39	39.0	45	45	50	50.0
CAMDEN STREET	57	33	57.9	36	63.2	39	68.4
FIFTEENTH AVENUE	34	4	11.8	8	23.5	12	35.3
FOURTEENTH AVENUE	25	14	56.0	16	64.0	18	72.0
HARRIETT TUBMAN	50	33	66.0	36	72.0	38	76.0
LINCOLN	83	35	42.2	39	47.0	43	51.8
MOUNT VERNON	101	82	81.2	83	82.2	84	83.2
SOUTH 17 th STREET	56	48	85.7	48	85.7	48	85.7
SPEEDWAY	57	27	47.4	29	50.9	31	54.4
THIRTEENTH AVENUE	72	23	31.9	28	38.9	32	44.4
SLT TOTALS**	635	338	53.2	368	58.0	395	62.2

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V		TEST PERFORMANCE – GRADE 4– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t	Num ber	Pe rc en t
ALEXANDER STREET	98	14	15.5	15	15.3	32	32.0	48	53.3	55	61.1
CAMDEN STREET	62	19	29.3	33	53.2	22	37.9	39	59.1	45	68.2
FIFTEENTH AVENUE	24	2	07.7	2	08.3	2	5.9	12	46.2	14	53.8
FOURTEENTH AVENUE	26	17	94.4	19	73.1	14	56.0	18	97.3	19	100.0
HARRIETT TUBMAN	44	36	65.4	29	65.9	21	41.2	46	83.6	50	90.9
LINCOLN	119	24	21.8	31	26.0	28	32.6	60	55.6	67	62.0
MOUNT VERNON	115	33	37.5	53	46.1	50	49.5	53	60.2	54	61.4
SOUTH 17 th STREET	62	21	43.7	19	30.6	23	41.8	32	66.7	34	70.9
SPEEDWAY	57	4	06.9	10	17.6	12	21.1	27	46.6	31	53.4
THIRTEENTH AVENUE	76	17	23.0	14	18.4	10	13.5	40	54.1	42	56.8
SLT TOTALS**	683	187	29.6	225	32.9	214	33.4	375	54.9	411	60.2

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V		TEST PERFORMANCE – GRADE 4– SCIENCE									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALEXANDER STREET	97	49	52.2	38	39.1	54	54.0	61	67.0	65	71.4
CAMDEN STREET	62	44	67.7	40	64.6	40	70.2	50	75.8	52	78.8
FIFTEENTH AVENUE	23	8	30.7	9	39.1	11	32.4	16	61.5	17	65.4
FOURTEENTH AVENUE	26	16	88.9	19	73.1	20	80.0	18	92.3	19	96.2
HARRIETT TUBMAN	44	45	81.8	40	90.9	39	76.5	52	94.0	53	96.0
LINCOLN	119	58	52.7	65	54.6	45	53.0	72	66.7	77	71.3
MOUNT VERNON	115	50	56.8	82	71.3	81	80.2	82	81.2	83	82.2
SOUTH 17 th STREET	59	25	50.0	35	59.3	42	75.0	43	76.9	44	78.6
SPEEDWAY	57	25	43.1	26	45.6	25	43.9	36	62.1	39	67.2
THIRTEENTH AVENUE	78	28	37.9	33	42.3	19	25.7	46	62.1	51	68.9
SLT TOTALS**	680	348	55.0	387	56.9	376	58.8	476	70.0	500	73.5

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1999-2000 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I		TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
ANN STREET	104	91	82.0	98	94.2	72	88.9	106	96.0	107	97.0
BURNET STREET	23	12	44.4	10	43.5	19	44.2	19	70.4	21	77.8
HAROLD WILSON	53	38	55.1	17	32.1	24	53.3	42	60.9	43	62.3
HAWKINS	40	29	54.7	20	50.0	29	60.4	33	62.3	34	64.2
M. L. KING	41	11	26.8	14	34.1	19	47.5	20	48.8	22	53.7
LAFAYETTE	65	49	94.2	56	86.1	46	82.2	49	94.2	50	96.2
MORTON	55	43	44.8	24	43.6	22	29.7	54	56.3	57	59.4
NEWTON	33	13	33.3	16	48.5	13	27.7	22	56.4	25	64.1
OLIVER	107	53	80.3	87	81.3	74	74.8	55	84.3	56	85.3
QUITMAN ST.	--	24	52.2	--	--	--	--	--	--	--	--
WARREN	23	11	47.8	10	43.5	9	42.9	15	65.2	16	69.6
WILSON AVE.	87	53	79.1	65	74.7	44	68.8	57	85.1	59	88.1
SLT TOTALS**	631	403	62.6	417	66.1	371	60.1	472	73.3	490	76.1

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I		TEST PERFORMANCE – GRADE 8 – MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ANN STREET	104	71	63.4	70	67.3	51	62.9	82	73.2	84	75.0
BURNET STREET	24	6	22.2	2	8.3	7	16.7	16	59.3	17	63.0
HAROLD WILSON	54	9	12.9	3	5.6	7	14.6	32	45.7	35	50.0
HAWKINS	40	7	13.2	5	12.5	14	29.2	26	49.1	28	52.8
M. L. KING	41	1	02.4	5	12.2	7	17.0	21	51.2	22	53.7
LAFAYETTE	65	37	71.2	31	47.7	33	58.9	43	82.7	44	85.0
MORTON	55	27	28.4	9	16.3	13	17.6	48	50.5	50	52.6
NEWTON	35	4	10.3	7	20.0	11	23.4	23	59.0	24	61.5
OLIVER	107	31	45.6	46	42.9	37	37.4	47	69.1	49	72.1
QUITMAN ST.	--	7	14.9	--	--	--	--	--	--	--	--
WARREN	23	2	08.7	3	13.0	3	14.3	15	65.2	16	69.6
WILSON AVE.	87	38	55.9	39	44.8	34	53.1	53	77.9	54	79.4
SLT TOTALS**	635	233	36.0	220	34.7	217	35.0	406	62.7	423	65.2

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

2000-03 SCHOOL LEVEL BENCHMARKS

<u>SLT I</u>	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ANN STREET	104	80	76.9	70	86.4	71	87.6	72	88.9
BURNET STREET	26	2	7.7	9	20.9	6	23.1	9	34.6
HAROLD WILSON	53	4	7.5	17	35.4	18	37.5	20	41.7
HAWKINS	41	7	17.1	15	31.3	16	33.3	17	35.4
M. L. KING	41	5	12.2	9	22.0	10	24.4	14	34.1
LAFAYETTE	65	41	63.1	38	67.8	45	69.2	47	72.3
MORTON	56	8	14.3	13	17.6	17	23.2	20	27.0
NEWTON	35	11	31.4	11	23.4	15	42.9	17	48.6
OLIVER	108	66	61.1	53	53.5	70	64.8	73	67.6
WARREN	23	6	26.1	5	23.8	9	39.1	10	43.5
WILSON AVE	87	52	59.8	39	61.0	56	64.4	58	66.7
SLT TOTALS**	639	282	44.1	279	44.9	333	52.0	357	55.9

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT II		TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	To tal N*	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t
UNIVERSITY HIGH	94	103	97.2	80	85.1	48	94.1	49	96.8	49	96.8
SLT TOTALS	94	103	97.2	80	85.1	48	94.1	49	96.8	49	96.8

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT II		TEST PERFORMANCE – GRADE 8 – MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	To tal N*	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t
UNIVERSITY HIGH	94	41	38.3	45	47.9	41	80.4	44	86.3	47	92.2
SLT TOTALS	94	41	38.3	45	47.9	41	80.4	44	86.3	47	92.2

2000-03 SCHOOL LEVEL BENCHMARKS

<u>SLT II</u>	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Tot al N*	Nu mb er	Per cen t	Nu mb er	Per cen t	Nu mb er	Per cen t	Nu mb er	Percent
UNIVERSITY	92	49	53.3	31	60.8	33	64.7	37	72.5
SLT TOTALS**	92	49	53.3	31	60.8	33	64.7	37	72.5

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III		TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
AVON AVENUE	65	10	22.2	8	12.3	14	20.3	20	44.4	23	51.1
BRAGAW AVENUE	31	14	56.0	11	35.5	20	51.3	18	72.0	19	76.0
BROWN ACADEMY	68	10	13.7	19	27.9	12	12.5	32	43.8	39	53.4
G. W. CARVER	85	29	28.2	26	30.6	18	20.5	50	48.5	57	55.3
CHANCELLOR AVENUE	50	20	50.0	21	42.0	21	42.0	27	67.5	29	72.5
DAYTON STREET	27	20	66.7	15	55.6	9	47.4	24	80.0	25	83.3
HAWTHORNE AVENUE	43	20	42.6	19	44.2	18	41.9	27	57.4	29	61.7
L. A. SPENCER	91	24	26.1	23	25.3	24	28.9	46	50.0	53	57.6
MAPLE AVENUE	50	37	68.5	27	54.0	24	50.0	41	75.9	42	77.8
MILLER STREET	37	22	66.7	12	32.4	10	30.3	26	78.8	27	81.8
PESHINE AVENUE	64	48	70.6	30	46.9	32	47.1	53	77.9	54	79.4
SLT TOTALS**	611	254	41.6	211	34.5	202	31.7	364	59.7	397	65.1

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III		TEST PERFORMANCE – GRADE 8 - MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
AVON AVENUE	66	4	08.9	1	01.5	2	2.9	23	51.1	24	53.3
BRAGAW AVENUE	31	5	20.0	1	03.2	6	15.4	13	52.0	15	60.0
BROWN ACADEMY	69	1	01.4	8	11.5	3	3.2	31	42.5	37	50.7
G. W. CARVER	84	7	06.9	6	07.1	7	8.0	37	36.3	47	46.1
CHANCELLOR AVENUE	51	11	27.5	4	07.8	14	28.0	19	47.5	21	52.5
DAYTON STREET	28	6	20.0	3	10.7	3	15.8	15	50.0	17	56.7
HAWTHORNE AVENUE	44	5	10.6	7	15.9	10	23.3	20	42.6	25	53.2
L. A. SPENCER	93	6	06.5	13	14.0	6	7.1	38	40.9	47	50.5
MAPLE AVENUE	50	13	24.1	11	22.0	4	8.1	28	51.9	30	55.6
MILLER STREET	38	4	11.8	2	05.3	2	6.3	17	50.0	18	52.9
PESHINE AVENUE	64	36	52.9	15	23.4	35	51.5	46	67.6	47	69.1
SLT TOTALS**	618	98	16.0	71	11.5	92	14.5	287	47.0	328	53.7

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

2000-03 SCHOOL LEVEL BENCHMARKS

<u>SLT III</u>	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AVON AVE	65	8	12.3	4	5.8	14	21.5	18	27.7
BRAGAW	31	0	0.0	5	12.9	9	23.1	13	33.3
BROWN ACADEMY	68	10	14.7	10	10.4	16	23.5	20	29.4
G. W. CARVER	83	7	8.4	13	14.8	19	22.9	22	26.5
CHANCELLOR AVE	53	13	24.5	18	35.3	20	40.0	22	43.1
DAYTON	28	8	28.6	5	26.3	11	39.3	13	46.4
HAWTHORNE AVE	43	7	16.3	6	14.0	13	30.2	15	34.9
L. A. SPENCER	91	10	11.0	9	10.7	20	22.0	28	30.8
MAPLE AVE	50	14	28.0	11	22.4	18	36.0	22	44.0
MILLER ST	37	5	13.5	4	12.5	11	29.7	13	35.1
PESHINE AVE	63	15	23.8	28	41.2	31	45.6	34	50.0
SLT TOTALS**	612	97	15.8	113	17.7	182	29.7	220	35.9

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV		TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
ABINGTON AVENUE	50	45	75.0	37	74.0	65	95.5	66	97.1	66	97.1
FIRST AVENUE	81	46	60.5	55	67.9	38	50.0	54	71.1	56	73.6
E. ALMA FLAGG	56	22	36.1	17	30.4	16	30.8	35	57.4	39	63.9
GLADYS HILLMAN	--	--	--	--	--	43	35.2	51	41.8	59	48.4
WILLIAM HORTON	75	45	60.8	33	44.0	40	45.5	51	68.9	53	71.6
LUIS MUNOZ MARIN	109	39	37.5	44	40.4	72	56.7	60	57.7	67	64.4
MCKINLEY	129	49	37.1	40	31.0	--	--	--	--	--	--
RAFAEL HERNANDEZ	109	40	42.1	28	25.7	25	23.8	52	54.7	56	58.9
RIDGE STREET	83	43	55.8	38	45.8	44	59.5	53	68.8	56	72.7
SUSSEX AVENUE	31	9	25.7	12	38.7	14	33.3	22	62.9	25	71.4
SLT TOTALS**	731	338	47.3	304	42.0	357	47.3	444	60.7	477	65.2

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV		TEST PERFORMANCE – GRADE 8– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
ABINGTON AVENUE	51	25	40.3	19	37.2	64	92.8	65	94.2	65	94.2
FIRST AVENUE	81	25	32.9	21	25.9	27	35.5	40	52.6	44	57.9
E. ALMA FLAGG	56	10	16.1	6	10.7	4	7.7	30	48.4	32	51.6
GLADYS HILLMAN	--	--	--	--	--	16	12.7	27	22.1	37	30.3
WILLIAM HORTON	75	12	16.2	10	13.3	32	35.5	31	41.9	37	50.0
LUIS MUNOZ MARIN	110	21	20.2	20	18.2	64	48.8	68	52.0	71	54.6
MCKINLEY	129	13	09.6	19	14.8	--	--	--	--	--	--
RAFAEL HERNANDEZ	111	13	13.7	11	09.9	8	7.6	43	45.3	48	50.5
RIDGE STREET	83	20	26.3	18	21.7	28	37.3	34	44.7	38	50.0
SUSSEX AVENUE	34	0	0.0	1	02.9	1	2.3	17	47.2	19	52.8
SLT TOTALS**	730	139	19.3	125	17.1	244	31.8	334	48.6	428	58.6

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

2000-03 SCHOOL LEVEL BENCHMARKS

<u>SLT IV</u>	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ABINGTON AVE	51	23	45.1	63	91.3	64	92.7	64	92.7
FIRST AVE	80	33	41.3	31	40.8	42	52.5	46	57.5
E. ALMA FLAGG	56	7	12.5	12	23.1	14	25.0	16	28.6
GLADYS HILLMAN	--	--	--	31	24.6	41	33.6	51	41.8
HORTON	75	20	26.6	26	28.9	26	34.7	30	40.3
LUIS MUNOZ MARIN	110	30	27.3	42	32.8	40	36.4	45	40.9
MCKINLEY	130	26	20.0	--	--	--	--	--	--
RAFAEL HERNANDEZ	111	23	20.7	19	19.2	32	28.8	39	35.1
RIDGE ST	81	22	27.1	27	36.0	30	37.0	35	43.2
SUSSEX AVE	34	4	11.8	4	9.3	8	23.5	9	26.5
SLT TOTALS**	728	188	25.8	255	33.6	297	40.8	335	46.0

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V		TEST PERFORMANCE – GRADE 8– LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	To tal N*	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t	Nu m be r	Pe rc en t
CAMDEN MIDDLE	101	49	50.5	44	43.6	53	41.4	57	58.8	59	60.8
15 TH AVENUE		9	56.3	--	--	--	--	--	--	--	--
MOUNT VERNON	90	63	75.9	59	65.5	--	--	--	--	--	--
SOUTH 17 TH STREET	43	20	35.7	7	16.3	12	32.4	27	48.2	28	50.0
THIRTEENTH AVENUE	44	30	50.8	18	40.9	17	45.9	36	61.0	38	64.4
VAILSBURG MIDDLE	134	56	45.5	37	27.6	85	42.1	107	52.8	112	55.3
SLT TOTALS**	412	227	52.3	170	40.0	167	41.3	227	55.2	237	57.6

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mount Vernon is merged with Vailsburg Middle The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V		TEST PERFORMANCE – GRADE 8– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent	Num ber	Per cent
CAMDEN MIDDLE	101	9	09.3	13	12.9	17	12.8	39	40.2	49	50.5
15 TH AVENUE	--	7	43.8	--	--	--	--	--	--	--	--
MOUNT VERNON	90	41	49.4	40	44.4	--	--	--	--	--	--
SOUTH 17 TH STREET	43	14	25.0	2	04.7	15	39.5	25	44.6	28	50.0
THIRTEENTH AVENUE	44	12	19.4	11	25.0	10	27.0	27	43.5	32	51.6
VAILSBURG MIDDLE	135	15	12.1	15	11.1	28	13.6	89	44.4	101	50.0
SLT TOTALS**	413	98	22.4	81	19.6	70	16.9	190	46.0	210	50.8

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mount Vernon is merged with Valisburg Middle The SLT Totals also reflect such changes.

2000-03 SCHOOL LEVEL BENCHMARKS

<u>SLT V</u>	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CAMDEN MIDDLE	101	24	23.8	33	25.0	37	36.6	39	38.6
MT VERNON	90	39	43.3	--	--	--	--	--	--
SO. 17 TH ST	43	1	2.3	11	28.9	13	34.2	15	39.5
13 TH AVE	44	7	15.9	8	21.1	12	27.3	14	31.8
VAILSBURG	133	28	21.1	49	23.3	62	29.5	76	36.1
SLT TOTALS**	411	99	24.0	101	24.1	124	30.2	144	35.0

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mt. Vernon has merged with Vailsburg Middle. The SLT Totals also reflect such changes

**2000-01 SCHOOL LEVEL BENCHMARKS
TEST PERFORMANCE - GRADE 11 (HSPT 11)**

READING

<u>SCHOOL</u>	1996-97 ACTUAL	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 ACTUAL	2000-01 ACTUAL
Arts High	95%	94%	98%	95%	92%
Barringer	45%	48%	49%	34%	31%
Central	39%	53%	30%	35%	50%
East Side	70%	70%	58%	60%	65%
Gateway	--	--	--	--	16%
Science	100%	99%	90%	100%	99%
Shabazz	55%	55%	35%	44%	35%
Technology	61%	61%	43%	82%	78%
University	100%	100%	97%	99%	99%
Weequahic	57%	51%	35%	38%	38%
W. Kinney	¹ 40%	¹ 17%	11%	15%	13%
West Side	45%	48%	44%	42%	48%

1. Combined scores for Redirection and West Kinney, the two alternative high schools were merged at the start of the 1998-99 school year

**2000-01 SCHOOL LEVEL BENCHMARKS
TEST PERFORMANCE - GRADE 11 (HSPT 11)**

MATH

<u>SCHOOL</u>	1996-97 ACTUAL	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 ACTUAL	2000-01 ACTUAL
Arts High	93%	83%	86%	92%	86%
Barringer	53%	34%	55%	38%	32%
Central	38%	38%	35%	40%	36%
East Side	73%	62%	65%	66%	67%
Gateway	--	--	--	--	23%
Science	100%	98%	98%	100%	99%
Shabazz	47%	30%	34%	40%	29%
Technology	71%	43%	49%	82%	81%
University	100%	92%	97%	98%	96%
Weequahic	69%	36%	49%	52%	40%
W. Kinney	¹ 37%	¹ 18%	14%	20%	0%
West Side	45%	34%	45%	42%	43%

1. Combined scores for Redirection and West Kinney, the two alternative high schools were merged at the start of the 1998-99 school year.

TEST PERFORMANCE - GRADE 11 (HSPT 11)

WRITING

<u>SCHOOL</u>	1996-97 ACTUAL	1997-98 ACTUAL	1998-99 ACTUAL	1999-00 ACTUAL	2000-01 ACTUAL
Arts High	100%	95%	96%	99%	100%
Barringer	53%	50%	52%	38%	46%
Central	42%	50%	39%	35%	33%
East Side	74%	67%	66%	69%	77%
Gateway	--	--	--	--	47%
Science	99%	99%	100%	100%	100%
Shabazz	55%	58%	64%	47%	68%
Technology	39%	42%	56%	79%	87%
University	98%	95%	97%	96%	99%
Weequahic	61%	41%	62%	43%	55%
W. Kinney	¹ 25%	¹ 19%	33%	11%	32%
West Side	50%	47%	55%	46%	62%

1. Combined scores for Redirection and West Kinney, the two alternative high schools were merged at the start of the 1998-99 school year